

An illustration of a classroom. On the left, a dark blue bookshelf holds several books and a globe. A teacher, a Black man with a beard wearing a grey suit and orange pants, stands next to the bookshelf holding a yellow apple. In the center, the title and school information are displayed. On the right, a wooden desk holds a laptop, books, and a chair. A whiteboard on the wall shows a diagram of a triangle with an arc, a circle with a cross, and the equation 2+2=4.

Language Instruction Plan for English Learners and Immigrant Students

Pittsylvania County Schools
Chatham, Virginia

2022-2023 Revision

Brought to you by 

The English as a Second Language Department

Dr. Mark Jones	Division Superintendent
Mr. Todd Sease	Director of Elementary Education and EL Coordinator
Mrs. Nathalie Bennett	EL Specialist Tunstall Zone
Mrs. Sydney Edwards	EL Specialist Chatham Zone
Ms. Christy Hicks	EL Specialist SMES
Mrs. Nicole Kruggel	EL Specialist TSES
Mrs. Sarah Maxey	EL Specialist Dan River Zone
Mrs. Hilary Simmons	EL Specialist Gretna Zone



English Language Learner Program

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Our program's educational philosophy.

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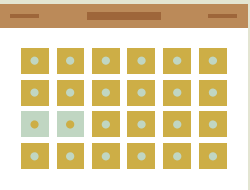


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1

Philosophy



Philosophy



Pittsylvania County serves over 200 EL students from a variety of learning and cultural backgrounds who speak approximately six languages. English proficiency in listening, speaking, reading, and writing can be an accomplishment rather than a challenge when cultural diversity is welcomed and supported through meaningful and comprehensive instruction.

Creating a welcoming and positive learning environment promotes English proficiency for an EL student's social and academic growth.

According to Lydia Breiseth in *8 Strategies to Build Relationships with ELLs* (Colorin colorado 2020), educators must first build authentic relationships with students and families. This includes encouraging students to share experiences and family traditions while embedding social-emotional learning across the curriculum. "The brain uses cultural information to turn everyday happenings into meaningful events." (Z. Hammond)

The EL program is an asset-based approach that focus on a student's individual strengths while respecting primary languages, background knowledge, a variety of cultural experiences, and students with limited and/or Interrupted formal education (SLIFE).





**Educational
Approaches and
Goals**



Educational Approaches and Goals

Limited English Proficient (LEP) and Students with Interrupted Formal Education (SIFE) within the English Learner (EL) population often have challenges performing at grade level due to their limited knowledge of English as well as their unfamiliarity with the culture of U.S. schools (Appendix 1, *LEP Definition*).

Pittsylvania County Schools is dedicated to providing each LEP student with equal opportunity to benefit from its educational programs. It is the goal of Pittsylvania County Schools to provide and promote meaningful, comprehensible instruction for all of its students so they can function on or near grade level in mainstream classes with increasing levels of English proficiency. In addition to direct instructional services to students, the district strives to engender in students and staff an appreciation for the enriching linguistic and cultural diversity of its student population.

Collaboration instruction will be provided for **SLIFE** (Students with Limited and/or Interrupted Formal Education) who have entered or reentered school in the United States on or after the age of 8 and have an English Proficiency of level One and Two with two years less of school than similar age peers.

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Educational Approaches and Goals

The *Every Student Succeeds Act of 2015 (ESSA)* ensures all English learner and Immigrant students are identified and screened upon enrollment and properly placed in a classroom setting of their age group. English language proficiency and academic achievement of English Learners (ELs), including the provision of language instruction educational programs (LIEPs) and activities that increase the knowledge and skills of teachers who serve ELs.

Pittsylvania County Schools' program goals and objectives are aligned with the *ESSA* legislation and the *World-Class Instructional Design and Assessment (WIDA)*, as adopted by the VDOE and *Teachers of English to Speakers of Other Languages (TESOL)*:

- To provide equal education opportunities to limited English proficient students
- To assist students to understand, speak, read and write English in order to attain full English proficiency, gaining one proficiency level each year as measured by ACCESS for ELLS
- To supplement schools with EL tutors to increase ELs academic performance and English proficiency
- To provide LEP preschoolers with an equal opportunity for language acquisition
- To promote parents as educational partners



A stylized illustration of a classroom. At the top center, a rectangular light fixture is mounted on the wall. Below it, a large whiteboard with a dark border is mounted. The whiteboard features a dark green rounded rectangle containing the text 'Every Student Succeeds Act (2015)'. To the left of the whiteboard, a stack of colorful books sits on a surface, with a long shadow cast to the right. In the center, a laptop computer sits on a stack of books. To the right, a potted plant with green and yellow leaves is visible. At the bottom right, two circular navigation buttons with left and right arrows are present.

**Every Student Succeeds
Act (2015)**



Every Student Succeeds Act (ESSA)

Title III Language Instruction for English Learners and Immigrant Students

Purpose

- To close the achievement gap with accountability, flexibility, and choice, so that every student succeeds.
- To ensure that LEP students attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic content and student achievement standards as all children.
- To enhance ability of teachers and administrators to implement curricula, assessment practices, and instructional strategies for ELs.
- To produce lasting, positive impacts on student growth and achievement.

Assessment Requirements for LEP students

- Placement/transfer test (K-MODEL or WIDA Screener) .
- SOL assessments for appropriate grade levels and high school courses.
- Annual assessment of English language proficiency for all LEP students (K-12) using a state-approved English proficiency test.
- Other assessments as required by the division.



Every Student Succeeds Act (ESSA)

Participation of LEP Students in SOL Test

All limited English proficient students will participate in the Virginia assessment program. LEP students in grades 3-8 will take the *Standards of Learning* assessments for English/reading and mathematics, science at 5th grade and 8th grade, Virginia Studies at 4th grade. Students in grades 3-8 may receive a one-time exemption in other subject areas (Virginia Studies/Civics and Writing), if the EL Committee feels it would be in the best interest of the individual student and in reading, if a student has been in the US for no more than one year. High school students will take appropriate End of Course Assessments. All LEP students are eligible for appropriate accommodations.

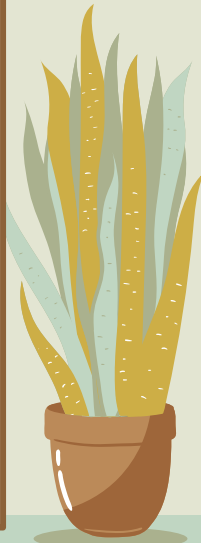
Reporting Requirements

- Number and percentage of children attaining English proficiency and progress by the end of each school year as determined by a state-approved English language proficiency assessment.
- Description of the progress made by LEP students on the SOL assessments for each of the four years after they are no longer receiving services
- School, school division and state assessment results
- A student is considered to be enrolled for a full academic year in a school, LEA, or the state if the student is in membership in the school, LEA, or the state by September 30 of the school year and continues in membership through test administration.



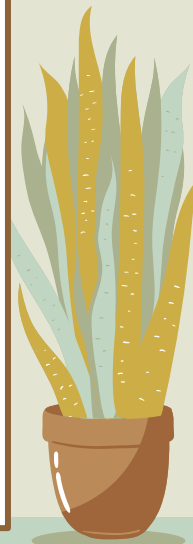
Program Objectives

- To identify and assess potential **LEP** (Limited English Proficiency) students
- To identify **SLIFE** (Students with Limited and/or Interrupted Formal Education) students
- To maintain English Language records
- To provide appropriate services to individual EL students
- To monitor the performance of all identified students for a specified time with aid as needed.
- To provide classroom teachers with appropriate services and Professional Development EL training
- To provide communication between the school and non-English speaking parents with a translator



Student Objectives

- To use English to participate in social interactions and classroom activities
- To use learning strategies to extend communicative competence
- To use English to obtain, process, construct, and provide subject information in spoken and written form
- To meet the passing requirements in the mainstream classroom, be promoted to the next grade level, and to meet the requirements for graduation
- To achieve measurable growth on annual MAP and ACCESS tests
- To achieve grade level academic performance as measured by the Virginia Standards of Learning assessments
- To attain full English language proficiency



Process

All EL students are identified and assessed beginning with their registration by appropriate school personnel. Those who qualify for EL services are placed and served appropriately.

EL Specialists assist students to acclimate to their new school or culture as quickly as possible in consideration of social and cultural needs. The EL staff supports the curriculum and instruction of classroom teachers and provides individualized instruction in listening, speaking, reading, writing and study skills.

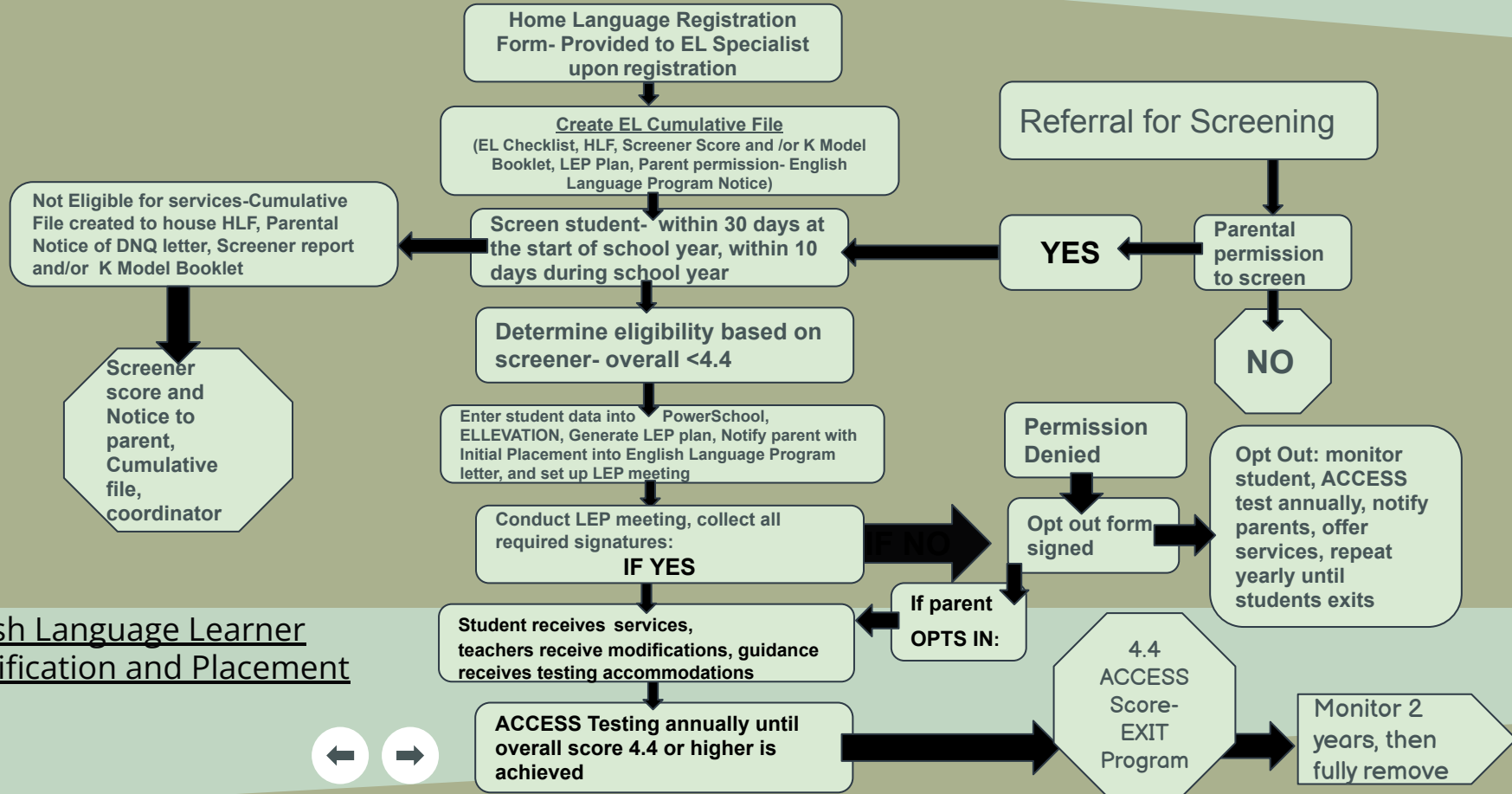
LEP (Language English Proficiency) meetings are held for parent/guardian(s), teachers, administrators, and guidance to provide student modifications in the classroom and when testing. Professional development modules and strategies for teaching ELs are available through Ellevations and WIDA for teacher training.

When a student achieves a 4.4 English proficiency level on WIDA Access score reports, he/she exits the program and is monitored for the next four years.



- Identify national origin minority students using a home language registration form
- Assess language proficiency. Norm referenced instruments recommended
- Diagnose instructional needs
- Establish an alternative language program that meets the needs of LEP students for English language instruction
- Establish criteria for entry/exit into the language instruction program
- Provide understandable instruction in content areas using EL methodology or primary language instruction
- Provide opportunities to LEP students for the development of positive self-concept and identification with their cultural heritages
- Provide qualified teachers (or formal training to qualify teachers)
- Provide equal ACCESS 2.0® to all district programs and services
- Provide for parental involvement. Communicate with parents of LEP students in their language, whenever possible
- Monitor student progress at regular intervals (and after exiting students, provide support services as needed).

EL SERVICES PROGRAM FLOW CHART



LINK:

[English Language Learner Identification and Placement](#)



Exiting EL Students and Monitoring Performance

Exiting the Program

Students whose overall ACCESS 2.0® scores are 4.4 or higher are exited from the program. Parents are notified by a letter from the school and award certificate when a student has achieved exit status (*EL 11 Notification of Exit*).

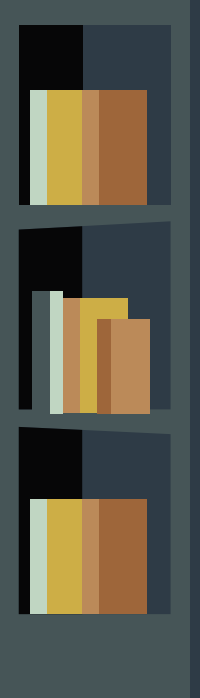
Monitor status (FLEP-Formerly LEP)

FLEP students who have achieved Exit status are monitored by the EL teacher at least every six weeks, for a period of four years. These students should be able to participate effectively in the regular instructional program without special assistance or services. Students with grades of "C" or higher and passing scores on standardized tests are considered successful. Grades, teacher feedback/checklists, test scores, work samples, and other appropriate information are taken into consideration. If a student is not successful and it is suspected that a lack of success may be due to English deficiency, parents or teachers may make a formal request for reevaluation (*EL 8 Referral for EL Screening*) and the student will be reassessed for the EL program with the WIDA Online Screener or K MODEL.





Timeline for EL Duties



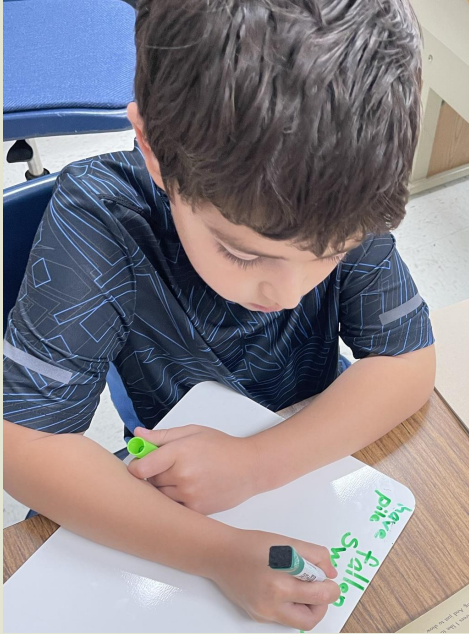
Time-Frame	Duties
<p>BEGINNING OF YEAR Teacher workdays</p> <p>First 30 days of school</p>	<ul style="list-style-type: none"> • WIDA Certificate for Completion of Training Modules • New Student Screener- newly registered ELs • Add newly identified ELs to Powerschool & Ellevation • Set up contacts with parents and teachers • Meet with administrators, teachers & guidance to review ACCESS scores and EL student needs • Newly exited EL's parent notifications sent.
<p>By September 30</p>	<ul style="list-style-type: none"> • Power School Entry Data Updates • Professional Development offered to all schools (teachers and administrators) for the purpose of EL Services training with a focus on Ellevation and instructional practices for EL students • Generate a teacher schedule (and tutor schedule if applicable) for all schools with EL students being served. (Contact school administrator for master schedule) Submit to Mr. Sease.
<p>By October 1- or soon thereafter</p>	<ul style="list-style-type: none"> • Create LEP Plan • LEP Meetings - after teacher input is acquired
<p>MID-YEAR By January 31</p>	<ul style="list-style-type: none"> • PowerSchool Entry Data Updates
<p>February- March (Time to be released)</p>	<ul style="list-style-type: none"> • WIDA Access Testing
<p>END OF YEAR By May 30</p>	<ul style="list-style-type: none"> • PowerSchool Entry Data Updates • Ellevation Updates and Cumulative Reports generated and final grades recorded
<p>OTHER Ongoing throughout the year</p>	<ul style="list-style-type: none"> • Newly registered EL Students- WIDA Screener is completed (within 10 days of enrollment) and eligibility determined, followed by LEP plan/meeting • NEW screener reports, Opt Out forms, 9C Dually identified forms, Exit Letters, DNQ (did not qualify) Letters sent to Mr. Sease as they become available. • Cumulative Files completed to include: LEP Plan, Permission for Services, ACCESS Scores, Opt Out forms, 9C, Exit Letters, DNQ letters, Screener reports/K Model Booklets • Monitor Exited Students every 6 weeks



Identification of Potential EL Student



Identification and Assessment of English Language Learners



The **Home Language Registration Form** is provided for parents/guardian at registration. When a second language is spoken in the household, the student may qualify for EL services.

An EL specialist is required to test a student's English proficiency within the first 30 days after registration and send parents the results. For kindergarten, a state approved **WIDA K-model** is used to assess a student's English proficiency in Listening and Speaking at the beginning of the year. For new students in grades 1-12, a state approved **WIDA screener** is provided to assess a student's English proficiency in Listening, Speaking, Reading, and Writing.

If a student transfers into the division during the school year, completion of a home language form is submitted to the EL teacher and the required screener taken to provide English proficiency (if necessary) and records and testing information (if available) is transferred from former school.



Assessment of LEP Status



Assessment of LEP Status

Initial assessment

Initial assessment involves a combination of the following components:

- **Review of student records**
EL/bilingual program information, grade placement and testing information from previous schools, if available, will help in the assessment and placement process.
- **Information provided by parents**
Information about previous schooling, English proficiency, primary language spoken at home, potential difficulties in language development, and parental ability to assist students with homework will help provide proper placement.
- **State-approved English language proficiency placement test**
The language proficiency placement test is administered and scored by the EL teachers. It tests for the English proficiency of students in grades K-12 in the areas of listening, speaking, reading and writing. First semester Kindergarten students are not assessed for reading and writing proficiency.

Annual Assessment

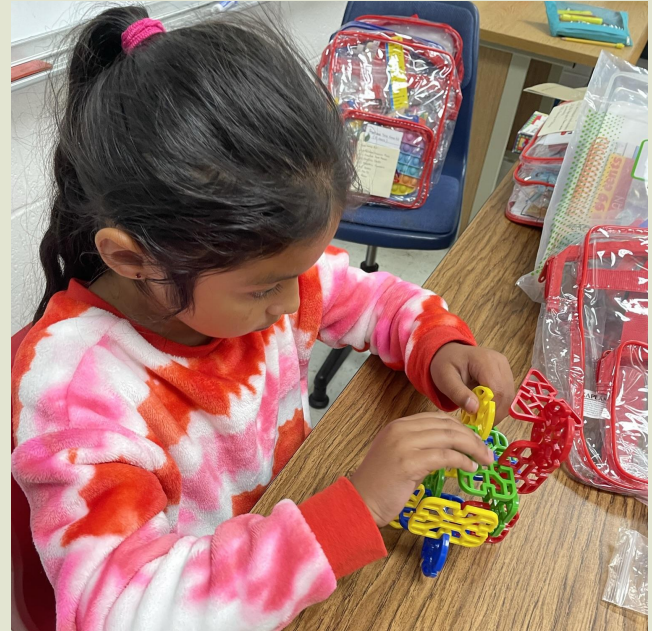
The English proficiency of all LEP students is assessed annually with a state approved assessment. The state of Virginia has adopted the WIDA (World-Class Instructional Design and Assessment) with its K-12 standards and its testing component, ACCESS 2.0®. The WIDA Standards are not grade-level specific (Appendix 2, *WIDA Information*). LEP students will proceed through these levels at their own pace, depending in part on their level of proficiency in their native language, the age at which they entered school in the United States, and their ability to learn another language.

Status Designation

Students' status designation, or level, for each subsequent year is determined by the annual proficient assessment.



Placement in EL Program



Recommendations for Placement of LEP Students

- The *Code of Virginia* and, in some cases, federal law mandates enrollment requirements for students in Virginia public schools.
- A **request** can be made for a birth certificate and a social security number at the time of registration, but they are **not required**. This is the result of the Supreme Court decision of *Plyler v Doe* in 1982 which says that to require these and withhold school violates the rights of the children to an education.
- School systems are **required** to serve children regardless of their legal status (*Plyler v Doe*). Schools should **avoid** making inquiries or requiring documentation of a student or parent that might expose undocumented immigration status.
- **At the elementary and middle school levels**, students must be assigned to age-appropriate classes, not on the basis of English proficiency. Students can take part in other age classes as needed, with the majority of their time being spent with age-appropriate peers. It is our goal to cluster students in order to give students peer support and maximize EL teacher/classroom teacher collaboration.
- **At the high school level**, it is advisable to hand-schedule students. EL teachers can assist in this process. The traditional sequence of courses may need to be adjusted to reflect language and academic proficiency, prior experience, etc.





Student Grade Placement Recommendations





Program of Services of EL Students



Grade Placement

Each student is placed at an age-appropriate grade level.

EL teachers offer practical support to classroom teachers of EL students in the areas of parental contact, appropriate materials and strategies, and other pertinent information. EL teachers monitor classroom progress of EL students in order to determine changes in instruction and scheduling.





Program of Services of EL Students

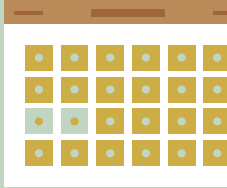
LEP Plan

The LEP Committee (EL Specialist, classroom teachers, administrator, and guidance) forms a plan for each qualifying student. This plan states appropriate instructional accommodations and EL services. The LEP Plan is kept in a student's school records (green slicky file) and accessed on-line in Ellevation.

EL Records

EL records are retained and updated digitally by an EL specialist/coordinator in Powerschool and Ellevation. A student's school green slicky file contains:

- Home language form
- K-model and screener scores
- ACCESS scores
- Exited letter (when LEP is achieved)





Pittsylvania County seeks to provide qualified staff to support the EL program. EL specialists provide in-service training and opportunities are given for staff to attend conferences and workshops in this field.

- **The Director of Elementary Education/EL Coordinator** has supervision of the EL Program.
- **Certified Teachers** (with EL endorsements) work under the direct supervision of the Director of Elementary Education/EL Coordinator.
- **Tutors** are assigned to selected students for additional support.
- **Classroom Teachers and Specialized Resource Teachers** are provided with staff development in appropriate instructional strategies and an understanding of cultural diversity in order to meet the needs of EL students.
- **Translators** with appropriate skills provide tutoring and translating.



A stylized illustration of a classroom. In the center, a whiteboard with a dark blue border is mounted on a wooden ledge. The whiteboard has a white diagonal wipe across it, revealing the text 'Measurable Assessments' in a bold, dark green font. To the left of the text are several horizontal lines of varying lengths, suggesting a list or document. On the ledge below the whiteboard, there is a wooden set square and a small brown eraser. Below the ledge is a large, dark brown wooden desk. In the bottom right corner of the image, there are two white circular buttons with black arrows pointing left and right. The background is a light beige wall with a green horizontal band at the top. On the left and right sides, there are potted plants with green and yellow leaves.

Measurable Assessments



Assessment of LEP Status

Initial assessment

Initial assessment involves a combination of the following components:

- **Review of student records**
EL/bilingual program information, grade placement and testing information from previous schools, when available, will help in the assessment and placement process.
- **Information provided by parents**
Information about previous schooling, English proficiency, primary language spoken at home, potential difficulties in language development, and parental ability to assist students with homework will help provide proper placement.
- **State-approved English language proficiency placement test**
The language proficiency placement test is administered and scored by the EL teachers. It tests for the English proficiency of students in grades K-12 in the areas of listening, speaking, reading and writing. Currently, first semester K students are not assessed for reading and writing skills.

Annual Assessment

The English proficiency of all LEP students is assessed annually with a state approved assessment. The state of Virginia has adopted the WIDA (World-Class Instructional Design and Assessment) with its K-12 standards and its testing component, ACCESS 2.0®. The WIDA Standards are not grade-level specific (Appendix 2, *WIDA Information*). LEP students will proceed through these levels at their own pace, depending in part on their level of proficiency in their native language, the age at which they entered school in the United States, and their ability to learn another language.

Status Designation

Students' status designation, or level, for each subsequent year is determined by the annual proficient assessment.



A stylized illustration of a classroom. In the center, a whiteboard with a dark blue frame is mounted on a wooden ledge. The whiteboard has a white diagonal wipe on the left side, revealing the text 'Proficiency Levels' in a bold, dark green font. To the left of the text are several horizontal lines of varying lengths, suggesting a list or table. On the ledge below the whiteboard, there is a wooden set square and a small brown eraser. In front of the whiteboard is a large, dark brown wooden desk. To the left of the desk, a small potted plant with green and yellow leaves sits on the floor. To the right, a taller snake plant in a brown pot is also on the floor. At the bottom right corner, there are two white circular buttons with black arrows pointing left and right. A light green rectangular light fixture is mounted on the wall above the whiteboard.

Proficiency Levels



WIDA Proficiency Levels

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

2-Emerging

- 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

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





WIDA Proficiency Levels

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

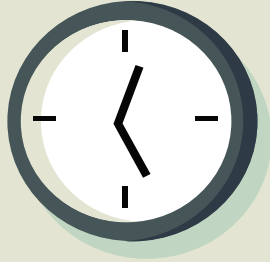
5-Bridging

- 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 material

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





Professional Development





Professional Development Strategies for Teaching ELLs



Pittsylvania County's EL plan incorporates professional development for ELL educators on-line through Ellevation. [ESSA, Sec. 3115(c)]

Interactive modules address the following concepts and strategies:

- Introduction to Multilingual Learners
- Introduction to Newcomers
- Introduction to Long-term English Learners
- Introduction to Student with Interrupted Formal Education (SIFE)
- Activate Background through Demonstration and Experiences
- Advance Biliteracy through Word Study
- Assess Language Learning Using Quick Checks
- Clarify Input with Supported Lesson Delivery
- Develop Academic Language with Weighted Words
- Develop Socio-cultural Competence with Cultural Identity
- Fortify Student Output with Classroom Chatter
- Foster Interactions through Academic Conversations

Ellevation

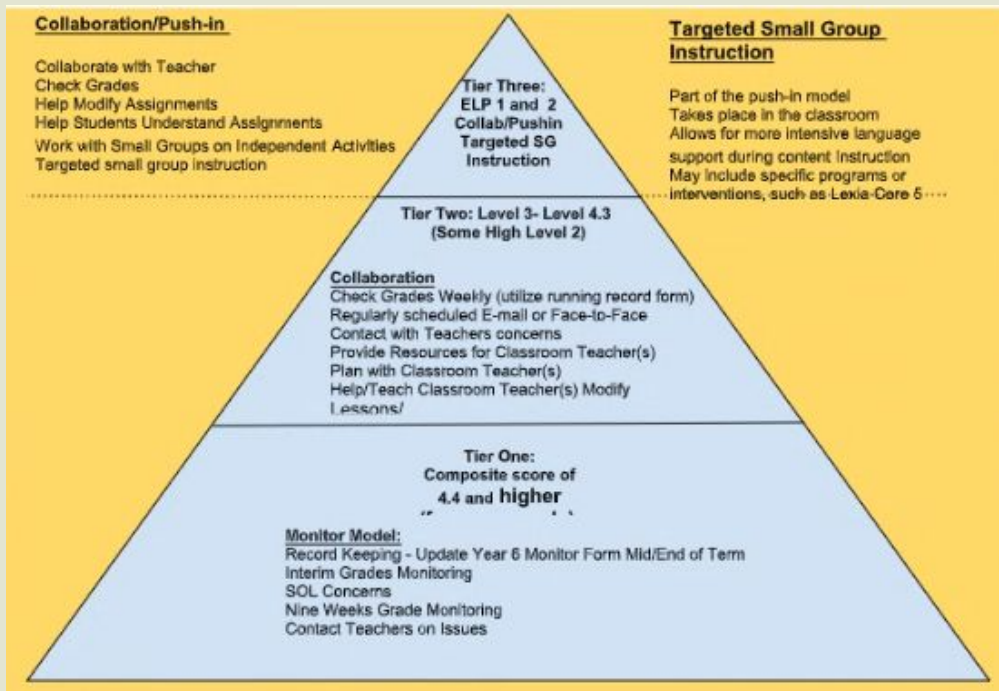




Service Models



ELL Service Models



Tier Levels defined on following slides.

PCS uses a content-based ELL approach in the elementary, middle and high school with certain service delivery types. Content-based ELL is an approach to teaching ELL which makes use of instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, and cognitive skills. English is used as the medium of instruction. PCS refers to this as content mainstreaming.

[Read Article](#)



Tier 3

ELP Level 1 and 2 Students

Collaboration Push-in Model:

The ELL teacher and/or tutor (working under the direction of the ELL teacher) pushes into grade level or core content classrooms to support content instruction. Support for academic content is taught within a language framework by reinforcing academic vocabulary and using strategies specific to ELL instruction. The ELL teacher will assist the classroom teacher in modifying and adapting materials, instruction, and curriculum based on individual student language needs according to the WIDA standards. It is a division level expectation that ELL teachers in a content mainstreaming situation assist in planning and modifying of instruction by collaborating with classroom/core area teachers.

Targeted small group instruction ELL:

In the context of the push-in model, an ELL targeted small group model allows students to divide their time between ELL instruction and classroom/core instruction while remaining in the content classroom. Small group instruction will be determined by planning and collaboration with the classroom teacher. This could include web-based programs like Lexia Core 5.

High School Model:

At the high school level tier, service three will be a resource model utilizing student assignments to a block of instruction with the ELL teacher. During this time the ELL teacher will provide English language instruction utilizing the content based approach.

Grade Monitoring:

The ELL teacher will check grades regularly in PowerSchool for Tier 3 students and complete a running record form for each student following report card schedule. The ELL teacher will communicate with the classroom teacher regarding grades and collaborate to improve student performance as needed.



Tier 2

ELP Level 3 through 4.3 Students

Collaboration:

In this model the ELL teacher works in close collaboration with classroom teacher(s) by providing resources, co-planning, assistance in modifying lessons and assessments.

Grade Monitoring:

The ELL teacher will check grades in PowerSchool for Tier 2 students and complete a running record form for each student according to the report card schedule. The teacher will communicate with the classroom teacher via E-mail or face-to-face contact regularly regarding grades and collaborate to improve student performance.



Tier 1

ELP Levels 4.4 and up

Exit Monitor Model:

ELL teacher will monitor grades and SOL scores and is responsible for updating the year 6 monitor form according to the report card schedule. The ELL teacher will contact teachers regarding any issues and collaborate to improve student performance as well as document the contact in the monitor form.





Resources for Teachers



Resources for Teachers

Dictionaries/Books

Bilingual dictionaries, English dictionaries, picture dictionaries, Additional materials are purchased as funds become available, with an emphasis on materials which support EL objectives and current research.

Native language books, teaching aids, textbooks, workbooks, software, etc. are available to EL to students and teachers as funds become available or grants supply materials.



Websites



Sign
Up



Software

Ellevation is a software application designed to better serve English Language Learners by supporting student data analysis, reporting, collaboration and instruction.

Modules and strategies incorporate prior knowledge, background experiences, expressive and interpretive language, gilingualism, biliteracy, vocabulary development, academic vocabulary, word complexity, equity, diversity, anti-bias, multiculturalism, immersion, and social emotional learning.



A stylized illustration of a room. In the center, a whiteboard with a black border displays the text "Parental Involvement". To the left, a round clock with a black frame shows the time as approximately 10:10. Below the clock is a potted plant with yellow leaves. To the right, a wooden desk holds a laptop, a stack of books, and a brown chair. Behind the desk is a dark blue bookshelf filled with books. A light fixture hangs from the ceiling. At the bottom center, there are two white circular navigation buttons with black arrows pointing left and right.

Parental Involvement

Parental Involvement

Parents are encouraged to participate as much as possible in the educational process and school activities.

Open House is an opportunity to meet teachers, ask questions, and to learn about your child's curriculum and the support that will be made available for them.

Conferences Night is a scheduled time when teachers and parents meet to share a child's academic progress based on observations, assessments, and assignments. It is an opportunity for parents to discuss issues that may interfere with growth and teachers to offer strategies to encourage learning.

Parent Meetings are organized for the following purposes:

- To allow EL parents to meet with each other
- To share information from EL teachers and other appropriate individuals or groups
- To provide workshops offering information on pertinent topics such as homework assistance and available community services
- To train parents as school volunteers.



Parental Involvement

Parents are encouraged to participate as much as possible in the educational process and school activities.

School/Home Communication is provided in the home language using Talking Points, School Messenger, Emails, Parent Portal for grades, Canvas and Google Classroom, Text messages, Phone call with translator

Parents as Educational Partners

Adult EL Classes are offered through the Adult Education Program.

Take-Home Activities (grant funded, certain zones)

Technology Chamber Grant

Literacy for All

Read With My Family





Program Evaluation and Review





Program Evaluation, Review, and Improvement

The EL program is periodically evaluated through internal and external means.

Internal Evaluation

Internal monitoring and evaluation will be accomplished annually through the following:

- Student progress as evidenced by: student grades, graduation rates, attendance, improved English language proficiency, achievement on state assessment & other appropriate indicators
- Number of classroom teachers who participate in in-service opportunities
- Implementation of classroom accommodations
- School Improvement Teams
- Parent/Student/Teacher Surveys

External Evaluation

External evaluation will be scheduled at intervals.

- Specialists from other divisions or agencies
- Potential of Academic Review Teams



District Programs for ELL Students

Special Education

Students who have limited English Proficiency (LEP) may be eligible for special education services. In accordance with the IDEA and the *Regulations Governing Special Education Programs for Children with Disabilities in Virginia*, Pittsylvania County Schools assures that a free and appropriate public education is provided to all students eligible for special education and related services. If a child has limited English proficiency, procedures are in place to assure that the child is not identified with a disability if the limited English proficiency is the reason for making that identification.

1 - Pre-referral Procedures

A referral of the student is made by the classroom teacher or parent to the Child Study Intervention Team, made up of the classroom teacher, EL teacher, guidance counselor, administrator, special education teacher, parent, Home School Coordinator and interpreter as needed.

The Child Study Intervention Team examines the concerns and seeks to offer possible solutions for classroom interventions through a plan of action, which is implemented for a designated period of time as recommended by the team. The EL teacher may be designated as the case manager for the plan and monitors the student progress made through the implementation. The Child Study Intervention Team reconvenes to examine the effectiveness of the interventions and, if deemed necessary, suggests subsequent actions including revisions, extension of the plan implementation time, or referral for special education evaluation.

District Programs for ELL Students

2 - Special Education Referral

The IEP Team convenes to examine the referral of the student from the Child Study Intervention Team. The IEP Team is composed of the classroom teacher, the EL teacher, parent, Home School Coordinator, special education teacher, school nurse, psychologist, administrator or designee and interpreter as needed. A determination of the assessments to be gathered or administered is made. *Parental Rights, Procedures and Safeguards* are provided in the native language to parents.

Both formal and informal assessments are used. A multiple battery of assessments including cognitive, achievement, visual, motor, psychological, memory, developmental is selected. The selection of the specific instruments is based on the age of the child and his/her strengths and weaknesses. To avoid racial or cultural bias, careful consideration is given in the selection of the assessment instruments. In so far as possible, a trained psychologist administers the assessments in the child's native language within 65 days. Informal assessments may include teacher observations, parent questionnaire, informal assessments of speech & language by speech therapist, etc.

3 - Eligibility Determination

The Eligibility Team composed of the specialists, classroom teacher, administrator, EL teacher, parent and interpreter, as needed, meets to examine the assessment data. Consideration is given to all the aspects of the student's achievement, ability, cultural influences, multiple setting comparisons, language proficiency, and other factors as deemed appropriate. The Eligibility Team may identify the student as eligible or ineligible for Special Education services as the assessment data indicates.


4 - Development of an Individual Educational Plan

If the student is determined eligible for services, the IEP Committee will meet to develop an IEP for the student. The services will be monitored and reviewed annually to determine continued needs.



District Programs for ELL Students

504 Plans for Medical Needs



Major life activities, as defined in the Section 504 regulations at 34 C.F.R. 104.3(j)(2)(ii), include functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. This list is not exhaustive. Other functions can be major life activities for purposes of Section 504. In the Amendments Act (see FAQ 1), Congress provided additional examples of general activities that are major life activities, including eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, and communicating. Congress also provided a non-exhaustive list of examples of "major bodily functions" that are major life activities, such as the functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

Talent Development

Talent development is served in elementary school to develop skills in students that have potential to become gifted but need development in one or more academic area skills.

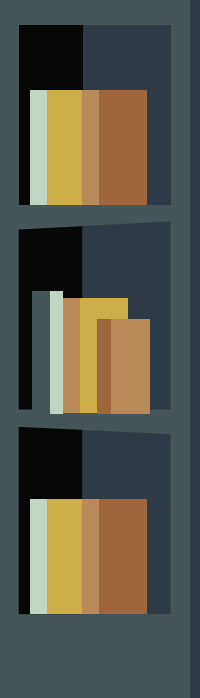
Gifted Education

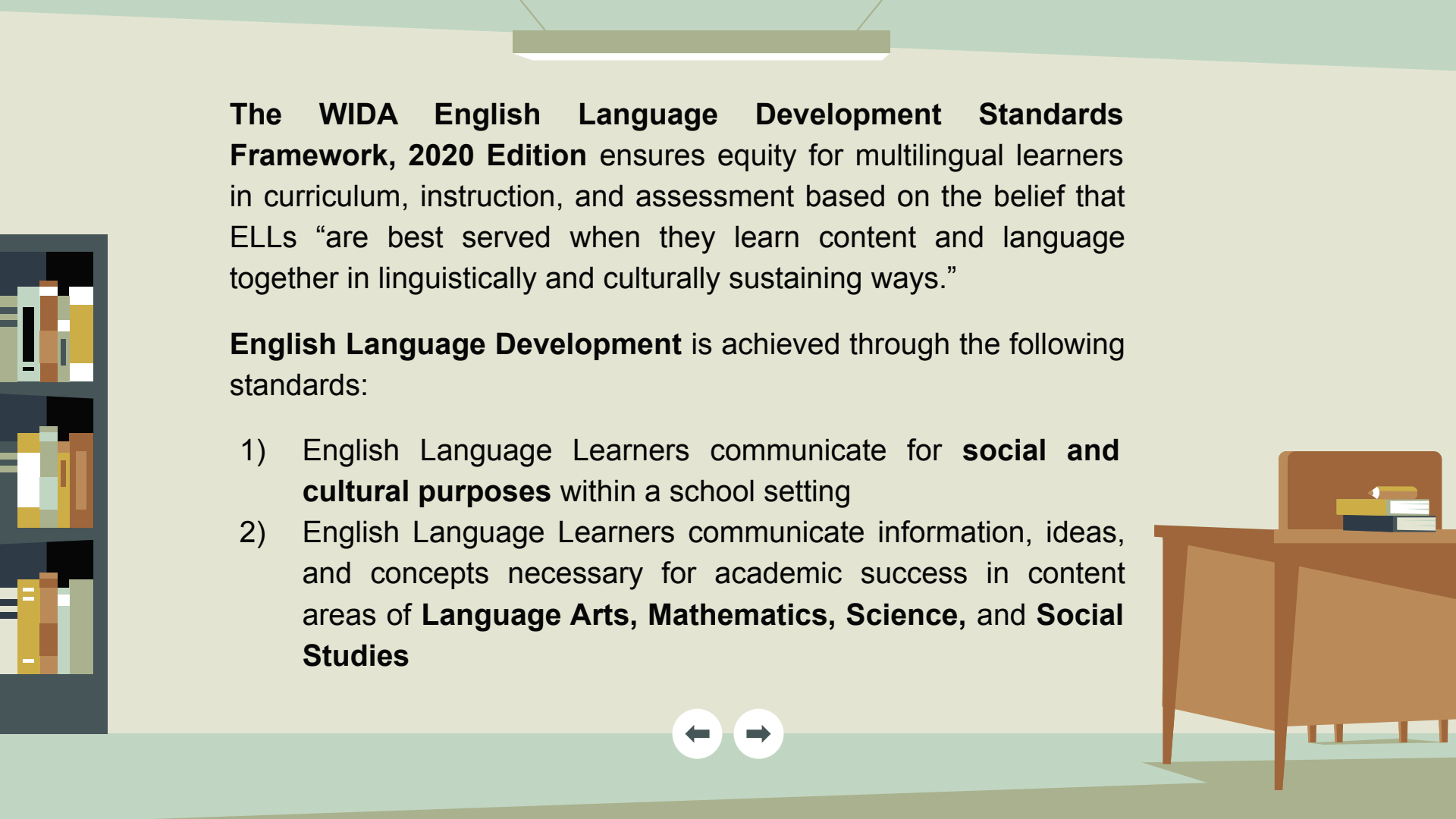
Pittsylvania County Schools provides services for General Intellectual Aptitude. EL Specialist will look for students who exit the program in 1-2 years, develop a verbal expression quickly and use it to verbalize questions or higher level analytical skills and display advanced mathematical calculation skills. These students will be referred for testing and parents must consent.



WIDA

English Language Development
Framework





The WIDA English Language Development Standards Framework, 2020 Edition ensures equity for multilingual learners in curriculum, instruction, and assessment based on the belief that ELLs “are best served when they learn content and language together in linguistically and culturally sustaining ways.”

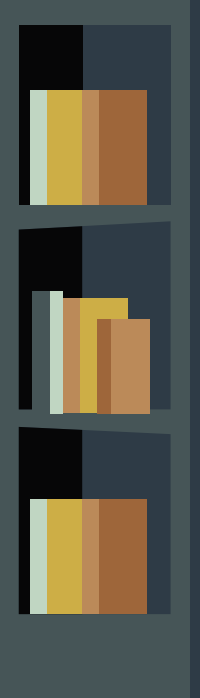
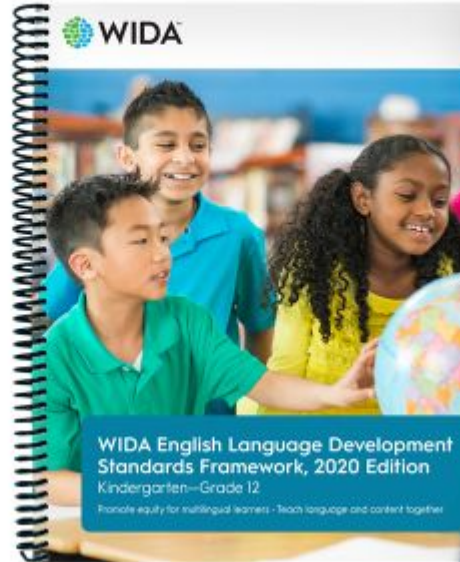
English Language Development is achieved through the following standards:

- 1) English Language Learners communicate for **social and cultural purposes** within a school setting
- 2) English Language Learners communicate information, ideas, and concepts necessary for academic success in content areas of **Language Arts, Mathematics, Science, and Social Studies**





WIDA ELD Standards Framework, 2020 Edition Kindergarten – Grade 12



WIDA ELD Standards Statements

English Language Development Standard 1: English language learners communicate for **Social and Instructional** purposes within the school setting

English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**

English Language Development Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**

English Language Development Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science**

English Language Development Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**

You can access the [WIDA Frameworks Document Online](#) by clicking on the hyperlink.

- WIDA ELD Standards Statements
- Key Language Uses
- Language Expectations
- Proficiency Level Descriptors

These work together to make a comprehensive picture of language development.



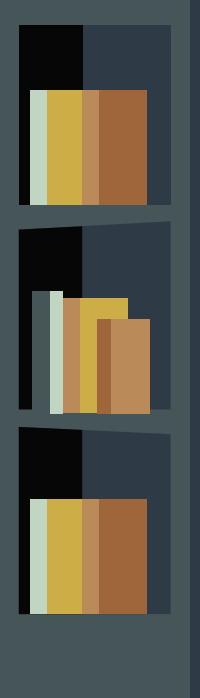
The four nested components of the WIDA ELD Standards Framework





WIDA

English Language Development
Standards



The Five Standards

The WIDA English Language Development (ELD) Standards represent the social, instructional, and academic language that students need to engage with peers, educators, and the curriculum in schools.

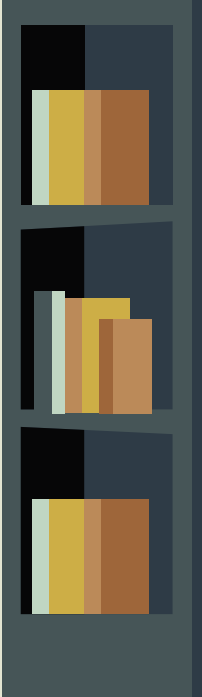
Figure A: The English Language Development Standards

	Standard	Abbreviation
English Language Development Standard 1	English language learners communicate for Social and Instructional purposes within the school setting	Social and Instructional language
English Language Development Standard 2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts	The language of Language Arts
English Language Development Standard 3	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics	The language of Mathematics
English Language Development Standard 4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science	The language of Science
English Language Development Standard 5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies	The language of Social Studies





WIDA
Can-Do Descriptors



Can Do Descriptors: Grade Level Cluster PreK-K

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	<ul style="list-style-type: none"> Match oral language to classroom and everyday objects Point to stated pictures in context Respond non-verbally to oral commands or statements (e.g., through physical movement) Find familiar people and places named orally 	<ul style="list-style-type: none"> Sort pictures or objects according to oral instructions Match pictures, objects or movements to oral descriptions Follow one-step oral directions (e.g., “stand up”; “sit down”) Identify simple patterns described orally Respond with gestures to songs, chants, or stories modeled by teachers 	<ul style="list-style-type: none"> Follow two-step oral directions, one step at a time Draw pictures in response to oral instructions Respond non-verbally to confirm or deny facts (e.g., thumbs up, thumbs down) Act out songs and stories using gestures 	<ul style="list-style-type: none"> Find pictures that match oral descriptions Follow oral directions and compare with visual or nonverbal models (e.g., “Draw a circle under the line.”) Distinguish between what happens first and next in oral activities or readings Role play in response to stories read aloud 	<ul style="list-style-type: none"> Order pictures of events according to sequential language Arrange objects or pictures according to descriptive oral discourse Identify pictures/realia associated with grade-level academic concepts from oral descriptions Make patterns from real objects or pictures based on detailed oral descriptions 	
SPEAKING	<ul style="list-style-type: none"> Identify people or objects in illustrated short stories Repeat words, simple phrases Answer yes/no questions about personal information Name classroom and everyday objects 	<ul style="list-style-type: none"> Restate some facts from illustrated short stories Describe pictures, classroom objects or familiar people using simple phrases Answer questions with one or two words (e.g., “Where is Sonia?”) Complete phrases in rhymes, songs, and chants 	<ul style="list-style-type: none"> Retell short narrative stories through pictures Repeat sentences from rhymes and patterned stories Make predictions (e.g. “What will happen next?”) Answer explicit questions from stories read aloud (e.g., who, what, or where) 	<ul style="list-style-type: none"> Retell narrative stories through pictures with emerging detail Sing repetitive songs and chants independently Compare attributes of real objects (e.g., size, shape, color) Indicate spatial relations of real-life objects using phrases or short sentences 	<ul style="list-style-type: none"> Tell original stories with emerging detail Explain situations (e.g., involving feelings) Offer personal opinions Express likes, dislikes, or preferences with reasons 	

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students’ language processing and use across the levels of language proficiency.

Can Do Descriptors: Grade Level Cluster PreK-K

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
READING	<ul style="list-style-type: none"> Match icons and symbols to corresponding pictures Identify name in print Find matching words or pictures Find labeled real-life classroom objects 	<ul style="list-style-type: none"> Match examples of the same form of print Distinguish between same and different forms of print (e.g., single letters and symbols) Demonstrate concepts of print (e.g., left to right movement, beginning/end, or top/bottom of page) Match labeled pictures to those in illustrated scenes 	<ul style="list-style-type: none"> Use pictures to identify words Classify visuals according to labels or icons (e.g., animals v. plants) Demonstrate concepts of print (e.g., title, author, illustrator) Sort labeled pictures by attribute (e.g., number, initial sound) 	<ul style="list-style-type: none"> Identify some high-frequency words in context Order a series of labeled pictures described orally to tell stories Match pictures to phrases/short sentences Classify labeled pictures by two attributes (e.g., size and color) 	<ul style="list-style-type: none"> Find school-related vocabulary items Differentiate between letters, words, and sentences String words together to make short sentences Indicate features of words, phrases, or sentences that are the same and different 	Level 6 - Reading
WRITING	<ul style="list-style-type: none"> Draw pictures and scribble Circle or underline pictures, symbols, and numbers Trace figures and letters Make symbols, figures or letters from models and realia (e.g., straws, clay) 	<ul style="list-style-type: none"> Connect oral language to print (e.g., language experience) Reproduce letters, symbols, and numbers from models in context Copy icons of familiar environmental print Draw objects from models and label with letters 	<ul style="list-style-type: none"> Communicate using letters, symbols, and numbers in context Make illustrated "notes" and cards with distinct letter combinations Make connections between speech and writing Reproduce familiar words from labeled models or illustrations 	<ul style="list-style-type: none"> Produce symbols and strings of letters associated with pictures Draw pictures and use words to tell a story Label familiar people and objects from models Produce familiar words/phrases from environmental print and illustrated text 	<ul style="list-style-type: none"> Create content-based representations through pictures and words Make "story books" with drawings and words Produce words/phrases independently Relate everyday experiences using phrases/short sentences 	



Can Do Descriptors: Grade Level Cluster 1-2

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	<ul style="list-style-type: none"> Follow modeled, one-step oral directions (e.g., "Find a pencil.") Identify pictures of everyday objects as stated orally (e.g., in books) Point to real-life objects reflective of content-related vocabulary or oral statements Mimic gestures or movement associated with statements (e.g., "This is my left hand.") 	<ul style="list-style-type: none"> Match oral reading of stories to illustrations Carry out two- to three-step oral commands (e.g., "Take out your science book. Now turn to page 25.") Sequence a series of oral statements using real objects or pictures Locate objects described orally 	<ul style="list-style-type: none"> Follow modeled multi-step oral directions Sequence pictures of stories read aloud (e.g., beginning, middle, and end) Match people with jobs or objects with functions based on oral descriptions Classify objects according to descriptive oral statements 	<ul style="list-style-type: none"> Compare/contrast objects according to physical attributes (e.g., size, shape, color) based on oral information Find details in illustrated, narrative, or expository text read aloud Identify illustrated activities from oral descriptions Locate objects, figures, places based on visuals and detailed oral descriptions 	<ul style="list-style-type: none"> Use context clues to gain meaning from grade-level text read orally Apply ideas from oral discussions to new situations Interpret information from oral reading of narrative or expository text Identify ideas/concepts expressed with grade-level content-specific language 	
SPEAKING	<ul style="list-style-type: none"> Repeat simple words, phrases, and memorized chunks of language Respond to visually-supported (e.g., calendar) questions of academic content with one word or phrase Identify and name everyday objects Participate in whole group chants and songs 	<ul style="list-style-type: none"> Use first language to fill in gaps in oral English (code switch) Repeat facts or statements Describe what people do from action pictures (e.g., jobs of community workers) Compare real-life objects (e.g., "smaller," "biggest") 	<ul style="list-style-type: none"> Ask questions of a social nature Express feelings (e.g., "I'm happy because...") Retell simple stories from picture cues Sort and explain grouping of objects (e.g., sink v. float) Make predictions or hypotheses Distinguish features of content-based phenomena (e.g., caterpillar, butterfly) 	<ul style="list-style-type: none"> Ask questions for social and academic purposes Participate in class discussions on familiar social and academic topics Retell stories with details Sequence stories with transitions 	<ul style="list-style-type: none"> Use academic vocabulary in class discussions Express and support ideas with examples Give oral presentations on content-based topics approaching grade level Initiate conversation with peers and teachers 	



Can Do Descriptors: Grade Level Cluster 1-2

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
READING	<ul style="list-style-type: none"> Identify symbols, icons, and environmental print Connect print to visuals Match real-life familiar objects to labels Follow directions using diagrams or pictures 	<ul style="list-style-type: none"> Search for pictures associated with word patterns Identify and interpret pre-taught labeled diagrams Match voice to print by pointing to icons, letters, or illustrated words Sort words into word families 	<ul style="list-style-type: none"> Make text-to-self connections with prompting Select titles to match a series of pictures Sort illustrated content words into categories Match phrases and sentences to pictures 	<ul style="list-style-type: none"> Put words in order to form sentences Identify basic elements of fictional stories (e.g., title, setting, characters) Follow sentence-level directions Distinguish between general and specific language (e.g., flower v. rose) in context 	<ul style="list-style-type: none"> Begin using features of non-fiction text to aid comprehension Use learning strategies (e.g., context clues) Identify main ideas Match figurative language to illustrations (e.g., "as big as a house") 	
WRITING	<ul style="list-style-type: none"> Copy written language Use first language (L1, when L1 is a medium of instruction) to help form words in English Communicate through drawings Label familiar objects or pictures 	<ul style="list-style-type: none"> Provide information using graphic organizers Generate lists of words/phrases from banks or walls Complete modeled sentence starters (e.g., "I like ____.") Describe people, places, or objects from illustrated examples and models 	<ul style="list-style-type: none"> Engage in prewriting strategies (e.g., use of graphic organizers) Form simple sentences using word/phrase banks Participate in interactive journal writing Give content-based information using visuals or graphics 	<ul style="list-style-type: none"> Produce original sentences Create messages for social purposes (e.g., get well cards) Compose journal entries about personal experiences Use classroom resources (e.g., picture dictionaries) to compose sentences 	<ul style="list-style-type: none"> Create a related series of sentences in response to prompts Produce content-related sentences Compose stories Explain processes or procedures using connected sentences 	



Can Do Descriptors: Grade Level Cluster 3-5

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	<ul style="list-style-type: none"> Point to stated pictures, words, or phrases Follow one-step oral directions (e.g., physically or through drawings) Identify objects, figures, people from oral statements or questions (e.g., "Which one is a rock?") Match classroom oral language to daily routines 	<ul style="list-style-type: none"> Categorize content-based pictures or objects from oral descriptions Arrange pictures or objects per oral information Follow two-step oral directions Draw in response to oral descriptions Evaluate oral information (e.g., about lunch options) 	<ul style="list-style-type: none"> Follow multi-step oral directions Identify illustrated main ideas from paragraph-level oral discourse Match literal meanings of oral descriptions or oral reading to illustrations Sequence pictures from oral stories, processes, or procedures 	<ul style="list-style-type: none"> Interpret oral information and apply to new situations Identify illustrated main ideas and supporting details from oral discourse Infer from and act on oral information Role play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media 	<ul style="list-style-type: none"> Carry out oral instructions containing grade-level, content-based language Construct models or use manipulatives to problem-solve based on oral discourse Distinguish between literal and figurative language in oral discourse Form opinions of people, places, or ideas from oral scenarios 	
SPEAKING	<ul style="list-style-type: none"> Express basic needs or conditions Name pre-taught objects, people, diagrams, or pictures Recite words or phrases from pictures of everyday objects and oral modeling Answer yes/no and choice questions 	<ul style="list-style-type: none"> Ask simple, everyday questions (e.g., "Who is absent?") Restate content-based facts Describe pictures, events, objects, or people using phrases or short sentences Share basic social information with peers 	<ul style="list-style-type: none"> Answer simple content-based questions Re/tell short stories or events Make predictions or hypotheses from discourse Offer solutions to social conflict Present content-based information Engage in problem-solving 	<ul style="list-style-type: none"> Answer opinion questions with supporting details Discuss stories, issues, and concepts Give content-based oral reports Offer creative solutions to issues/problems Compare/contrast content-based functions and relationships 	<ul style="list-style-type: none"> Justify/defend opinions or explanations with evidence Give content-based presentations using technical vocabulary Sequence steps in grade-level problem-solving Explain in detail results of inquiry (e.g., scientific experiments) 	

Can Do Descriptors: Grade Level Cluster 3-5

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
READING	<ul style="list-style-type: none"> Match icons or diagrams with words/concepts Identify cognates from first language, as applicable Make sound/symbol/word relations Match illustrated words/phrases in differing contexts (e.g., on the board, in a book) 	<ul style="list-style-type: none"> Identify facts and explicit messages from illustrated text Find changes to root words in context Identify elements of story grammar (e.g., characters, setting) Follow visually supported written directions (e.g., "Draw a star in the sky.") 	<ul style="list-style-type: none"> Interpret information or data from charts and graphs Identify main ideas and some details Sequence events in stories or content-based processes Use context clues and illustrations to determine meaning of words/phrases 	<ul style="list-style-type: none"> Classify features of various genres of text (e.g., "and they lived happily ever after"—fairy tales) Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram) Find details that support main ideas Differentiate between fact and opinion in narrative and expository text 	<ul style="list-style-type: none"> Summarize information from multiple related sources Answer analytical questions about grade-level text Identify, explain, and give examples of figures of speech Draw conclusions from explicit and implicit text at or near grade level 	Level 6 - Reading
WRITING	<ul style="list-style-type: none"> Label objects, pictures, or diagrams from word/phrase banks Communicate ideas by drawing Copy words, phrases, and short sentences Answer oral questions with single words 	<ul style="list-style-type: none"> Make lists from labels or with peers Complete/produce sentences from word/phrase banks or walls Fill in graphic organizers, charts, and tables Make comparisons using real-life or visually-supported materials 	<ul style="list-style-type: none"> Produce simple expository or narrative text String related sentences together Compare/contrast content-based information Describe events, people, processes, procedures 	<ul style="list-style-type: none"> Take notes using graphic organizers Summarize content-based information Author multiple forms of writing (e.g., expository, narrative, persuasive) from models Explain strategies or use of information in solving problems 	<ul style="list-style-type: none"> Produce extended responses of original text approaching grade level Apply content-based information to new contexts Connect or integrate personal experiences with literature/content Create grade-level stories or reports 	

Can Do Descriptors: Grade Level Cluster 6-8

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	<ul style="list-style-type: none"> Follow one-step oral commands/instructions Match social language to visual/graphic displays Identify objects, people, or places from oral statements/questions using gestures (e.g., pointing) Match instructional language with visual representation (e.g., "Use a sharpened pencil.") 	<ul style="list-style-type: none"> Follow multi-step oral commands/instructions Classify/sort content-related visuals per oral descriptions Sequence visuals per oral directions Identify information on charts or tables based on oral statements 	<ul style="list-style-type: none"> Categorize content-based examples from oral directions Match main ideas of familiar text read aloud to visuals Use learning strategies described orally Identify everyday examples of content-based concepts described orally Associate oral language with different time frames (e.g., past, present, future) 	<ul style="list-style-type: none"> Identify main ideas and details of oral discourse Complete content-related tasks or assignments based on oral discourse Apply learning strategies to new situations Role play, dramatize, or re-enact scenarios from oral reading 	<ul style="list-style-type: none"> Use oral information to accomplish grade-level tasks Evaluate intent of speech and act accordingly Make inferences from grade-level text read aloud Discriminate among multiple genres read orally 	
SPEAKING	<ul style="list-style-type: none"> Answer yes/no and choice questions Begin to use general and high frequency vocabulary Repeat words, short phrases, memorized chunks Answer select WH-questions (e.g., "who," "what," "when," "where") within context of lessons or personal experiences 	<ul style="list-style-type: none"> Convey content through high frequency words/phrases State big/main ideas of classroom conversation Describe situations from modeled sentences Describe routines and everyday events Express everyday needs and wants Communicate in social situations Make requests 	<ul style="list-style-type: none"> Begin to express time through multiple tenses Retell/rephrase ideas from speech Give brief oral content-based presentations State opinions Connect ideas in discourse using transitions (e.g., "but," "then") Use different registers inside and outside of class State big/main ideas with some supporting details Ask for clarification (e.g., self-monitor) 	<ul style="list-style-type: none"> Paraphrase and summarize ideas presented orally Defend a point of view Explain outcomes Explain and compare content-based concepts Connect ideas with supporting details/evidence Substantiate opinions with reasons and evidence 	<ul style="list-style-type: none"> Defend a point of view and give reasons Use and explain metaphors and similes Communicate with fluency in social and academic contexts Negotiate meaning in group discussions Discuss and give examples of abstract, content-based ideas (e.g., democracy, justice) 	



Can Do Descriptors: Grade Level Cluster 6-8

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
READING	<ul style="list-style-type: none"> Associate letters with sounds and objects Match content-related objects/pictures to words Identify common symbols, signs, and words Recognize concepts of print Find single word responses to WH- questions (e.g., “who,” “what,” “when,” “where”) related to illustrated text Use picture dictionaries/ illustrated glossaries 	<ul style="list-style-type: none"> Sequence illustrated text of fictional and non-fictional events Locate main ideas in a series of simple sentences Find information from text structure (e.g., titles, graphs, glossary) Follow text read aloud (e.g., tapes, teacher, paired-readings) Sort/group pre-taught words/ phrases Use pre-taught vocabulary (e.g., word banks) to complete simple sentences Use L1 to support L2 (e.g., cognates) Use bilingual dictionaries and glossaries 	<ul style="list-style-type: none"> Identify topic sentences, main ideas, and details in paragraphs Identify multiple meanings of words in context (e.g., “cell,” “table”) Use context clues Make predictions based on illustrated text Identify frequently used affixes and root words to make/extract meaning (e.g., “un-,” “re-,” “-ed”) Differentiate between fact and opinion Answer questions about explicit information in texts Use English dictionaries and glossaries 	<ul style="list-style-type: none"> Order paragraphs Identify summaries of passages Identify figurative language (e.g., “dark as night”) Interpret adapted classics or modified text Match cause to effect Identify specific language of different genres and informational texts Use an array of strategies (e.g., skim and scan for information) 	<ul style="list-style-type: none"> Differentiate and apply multiple meanings of words/ phrases Apply strategies to new situations Infer meaning from modified grade-level text Critique material and support argument Sort grade-level text by genre
WRITING	<ul style="list-style-type: none"> Draw content-related pictures Produce high frequency words Label pictures and graphs Create vocabulary/concept cards Generate lists from pre-taught words/phrases and word banks (e.g., create menu from list of food groups) 	<ul style="list-style-type: none"> Complete pattern sentences Extend “sentence starters” with original ideas Connect simple sentences Complete graphic organizers/ forms with personal information Respond to yes/no, choice, and some WH- questions 	<ul style="list-style-type: none"> Produce short paragraphs with main ideas and some details (e.g., column notes) Create compound sentences (e.g., with conjunctions) Explain steps in problem-solving Compare/contrast information, events, characters Give opinions, preferences, and reactions along with reasons 	<ul style="list-style-type: none"> Create multiple-paragraph essays Justify ideas Produce content-related reports Use details/examples to support ideas Use transition words to create cohesive passages Compose intro/body/ conclusion Paraphrase or summarize text Take notes (e.g., for research) 	<ul style="list-style-type: none"> Create expository text to explain graphs/charts Produce research reports using multiple sources/ citations Begin using analogies Critique literary essays or articles

Can Do Descriptors: Grade Level Cluster 9-12

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	<ul style="list-style-type: none"> Point to or show basic parts, components, features, characteristics, and properties of objects, organisms, or persons named orally Match everyday oral information to pictures, diagrams, or photographs Group visuals by common traits named orally (e.g., "These are polygons.") Identify resources, places, products, figures from oral statements, and visuals 	<ul style="list-style-type: none"> Match or classify oral descriptions to real-life experiences or visually-represented, content-related examples Sort oral language statements according to time frames Sequence visuals according to oral directions 	<ul style="list-style-type: none"> Evaluate information in social and academic conversations Distinguish main ideas from supporting points in oral, content-related discourse Use learning strategies described orally Categorize content-based examples described orally 	<ul style="list-style-type: none"> Distinguish between multiple meanings of oral words or phrases in social and academic contexts Analyze content-related tasks or assignments based on oral discourse Categorize examples of genres read aloud Compare traits based on visuals and oral descriptions using specific and some technical language 	<ul style="list-style-type: none"> Interpret cause and effect scenarios from oral discourse Make inferences from oral discourse containing satire, sarcasm, or humor Identify and react to subtle differences in speech and register (e.g., hyperbole, satire, comedy) Evaluate intent of speech and act accordingly 	
SPEAKING	<ul style="list-style-type: none"> Answer yes/no or choice questions within context of lessons or personal experiences Provide identifying information about self Name everyday objects and pre-taught vocabulary Repeat words, short phrases, memorized chunks of language 	<ul style="list-style-type: none"> Describe persons, places, events, or objects Ask WH- questions to clarify meaning Give features of content-based material (e.g., time periods) Characterize issues, situations, regions shown in illustrations 	<ul style="list-style-type: none"> Suggest ways to resolve issues or pose solutions Compare/contrast features, traits, characteristics using general and some specific language Sequence processes, cycles, procedures, or events Conduct interviews or gather information through oral interaction Estimate, make predictions or pose hypotheses from models 	<ul style="list-style-type: none"> Take a stance and use evidence to defend it Explain content-related issues and concepts Compare and contrast points of view Analyze and share pros and cons of choices Use and respond to gossip, slang, and idiomatic expressions Use speaking strategies (e.g., circumlocution) 	<ul style="list-style-type: none"> Give multimedia oral presentations on grade-level material Engage in debates on content-related issues using technical language Explain metacognitive strategies for solving problems (e.g., "Tell me how you know it.") Negotiate meaning in pairs or group discussions 	



Can Do Descriptors: Grade Level Cluster 9-12

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
READING	<ul style="list-style-type: none"> Match visual representations to words/phrases Read everyday signs, symbols, schedules, and school-related words/phrases Respond to WH- questions related to illustrated text Use references (e.g., picture dictionaries, bilingual glossaries, technology) 	<ul style="list-style-type: none"> Match data or information with its source or genre (e.g., description of element to its symbol on periodic table) Classify or organize information presented in visuals or graphs Follow multi-step instructions supported by visuals or data Match sentence-level descriptions to visual representations Compare content-related features in visuals and graphics Locate main ideas in a series of related sentences 	<ul style="list-style-type: none"> Apply multiple meanings of words/phrases to social and academic contexts Identify topic sentences or main ideas and details in paragraphs Answer questions about explicit information in texts Differentiate between fact and opinion in text Order paragraphs or sequence information within paragraphs 	<ul style="list-style-type: none"> Compare/contrast authors' points of view, characters, information, or events Interpret visually- or graphically-supported information Infer meaning from text Match cause to effect Evaluate usefulness of data or information supported visually or graphically 	<ul style="list-style-type: none"> Interpret grade-level literature Synthesize grade-level expository text Draw conclusions from different sources of informational text Infer significance of data or information in grade-level material Identify evidence of bias and credibility of source
WRITING	<ul style="list-style-type: none"> Label content-related diagrams, pictures from word/phrase banks Provide personal information on forms read orally Produce short answer responses to oral questions with visual support Supply missing words in short sentences 	<ul style="list-style-type: none"> Make content-related lists of words, phrases, or expressions Take notes using graphic organizers or models Formulate yes/no, choice and WH- questions from models Correspond for social purposes (e.g., memos, e-mails, notes) 	<ul style="list-style-type: none"> Complete reports from templates Compose short narrative and expository pieces Outline ideas and details using graphic organizers Compare and reflect on performance against criteria (e.g., rubrics) 	<ul style="list-style-type: none"> Summarize content-related notes from lectures or text Revise work based on narrative or oral feedback Compose narrative and expository text for a variety of purposes Justify or defend ideas and opinions Produce content-related reports 	<ul style="list-style-type: none"> Produce research reports from multiple sources Create original pieces that represent the use of a variety of genres and discourses Critique, peer-edit and make recommendations on others' writing from rubrics Explain, with details, phenomena, processes, procedures

Level 6 - Reaching



The background is a stylized illustration of a classroom. A whiteboard with a dark border is mounted on the wall, displaying a world map and the title text. Below the whiteboard is a dark desk with a chair, books, and a pen holder. To the right, a small shelf holds three books. On the left, a potted plant is visible. At the bottom, there are navigation icons and a crumpled paper ball on the floor.

Definitions for Immigrant Students



The following definitions were taken from the VDOE website:

Definition of Immigrant Student

Federal Definition of Immigrant Children and Youth (IY)

An immigrant and youth (IY) student is classified according to the federal definition as described in the ESEA, Section 3301(6). IY students:

- are aged 3 through 21;
- were not born in any state; and
- have not been attending one or more schools in any one or more states for more than three full academic years*.

*The **“three full academic years”** requirement must be applied on a **cumulative** basis. It is also important to note that immigrant students may or may not be English language learners.

Further Clarification on the Definition of Immigrant Children and Youth (IY)

Under Section 3101(14) of the ESEA, the term “state” means each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico. Therefore, students born in Puerto Rico are not considered immigrant. Students born in U.S. territories other than Puerto Rico, such as Guam, American Samoa, or the U.S. Virgin Islands, may be considered immigrant.

The following students may be considered as immigrant if they meet all of the criteria in the federal definition of immigrant children and youth:

- Children of U.S. military personnel;
- Children of NATO families;
- Children of visiting faculty;
- Children who are temporarily residing in the U.S. because of parental employment; and
- Students on Exchange Visitor (J-1) visas or Exchange High School Student (F-1) visas.



Definitions for Refugee Students

Definition of Refugee Students

The refugee student is an individual who is outside his/her country and is unable or unwilling to return to that country because of a well-founded fear that she/he will be persecuted because of race, religion, nationality, political opinion, or membership in a particular social group. This does not include persons displaced by natural disasters or persons who, although displaced, have not crossed an international border or persons commonly known as “economic migrants,” whose primary reason for flight has been a desire for personal betterment rather than persecution.

Migratory Child

According to sections 1115(b)(1)(A) (incorporated into the MEP program by virtue of sections 1304(c)(2)) and 1309(2) and §§ 200.81(e) and 200.103(a) of the regulations for Title I, Part C, Education of Migratory Children, under the Elementary and Secondary Education Act (ESEA). A child is a “migratory child” and is eligible for MEP services if all of the following conditions are met:

- The child is not older than 21 years of age; *and*
- The child is entitled to a free public education (through grade 12) under State law or is below the age of compulsory school attendance; *and*
- The child is a migratory agricultural worker or a migratory fisher, or the child has a parent, spouse, or guardian who is a migratory agricultural worker or a migratory fisher; *and*
- The child moved within the preceding 36 months in order to seek or obtain qualifying work, or to accompany or join the migratory agricultural worker or migratory fisher identified in paragraph 3, above, in order to seek or obtain qualifying work; *and*
- With regard to the move identified in paragraph 4, above, the child:
 - a. Has moved from one school district to another; *or*
 - b. In a State that is comprised of a single school district, has moved from one administrative area to another within such district; *or*
 - c. Resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence to engage in or to accompany or join a parent, spouse, or guardian who engages in a fishing activity. (This provision currently applies only to Alaska.)



Classifying and reporting English Learners (ELs) and Immigrant Students

Understanding the federal definitions (as described in the Every Student Succeeds Act (ESSA) of 2015 for English learners (ELs), as well as immigrant children and youth (IY) students, is essential to:

- Identifying these students in order to ensure they are provided meaningful and equal access to the same curriculum and educational opportunities as all students; and
- Determining the Title III, Part A, allocations to school divisions based on an accurate count of ELs and IY students.

An EL who is a Native American or Alaska Native, or native resident of outlying areas and who comes from an environment where a language other than English has had a significant impact on the individual's level of English language

Further clarification on High School Exchange Students

For students on J-1 (Exchange Visitor) or H-1 (Exchange High School Student) visas, the entrance procedures to identify an English learner must be followed as required by Title VI of the Civil Rights Act of 1964 to determine if an exchange student has an English proficiency level. If the screening indicates that an exchange student has an English proficiency level, the student should be identified as an EL and included in the Student Record Collection (SRC). The school division should document in the student's educational record how the EL status was determined.



The image depicts a classroom environment. A large whiteboard is mounted on the wall, displaying a world map in light green. Overlaid on the map is the text "Definitions for LEP Student" in a bold, black, sans-serif font. Below the whiteboard is a dark blue desk with a brown chair. On the desk, there are several items: a stack of books, a brown pencil holder with a pencil, and a small brown container. To the right of the desk, a small wooden shelf holds three books of different colors (green, brown, and yellow). In the bottom left corner, there is a potted plant with green and yellow leaves. In the bottom right corner, there is a small white crumpled paper ball on the floor. At the bottom center, there are two circular navigation buttons with left and right arrows, and a small square button with three vertical dots above them.

Definitions for LEP Student

DEFINITIONS OF LEP STUDENTS

Federal Definition of Limited English Proficient (LEP) Students

An LEP student is classified according to the federal definition as described in the ESEA, Section 9101(25).

An LEP student is classified as one:

- (A.) who is aged 3 through 21;
- (B.) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C.)
 - (i.) who was not born in the United States or whose native language is a language other than English; and who comes from an environment where a language other than English is dominant

OR

- (ii.)
 - (I.) who is a Native American or Alaska Native, or a native resident of outlying areas; and
 - (II.) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency;

OR

- (iii.) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant;

AND

- (D.) whose difficulties speaking, reading, writing, or understanding the English language may be sufficient to deny the individual-
 - (i.) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);
 - (ii.) the ability to achieve successfully in classrooms where the language of instruction is English; or
 - (iii.) the opportunity to participate fully in society.





Definitions for English Learner



Federal Definition of English Learners (ELs)

An EL is classified according to the federal definition as described in ESSA, Section 8101. There are three categories of the EL status:

An EL who is classified as one who is aged 3 through 21 who is enrolled or preparing to enroll in an elementary school or secondary school and who was not born in the United States or whose native language is a language other than English.

An EL who is a Native American or Alaska Native, or native resident of outlying areas and who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency. (Please ask about the languages spoken at home, if above ethnic indicators are provided.)

An EL who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant. In addition, an EL is a student whose difficulties speaking, reading, writing, or understanding the English language may be sufficient to deny the individual:

- The ability to meet the challenging state academic standards
- the ability to successfully achieve in classrooms where the language of instruction is English, or
- the opportunity to participate fully in society.

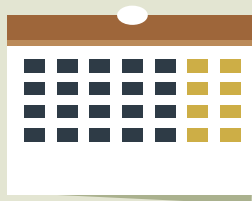




Acronyms for EL Services

Definitions and Acronyms Used with English Language Learner Services

- **AYP**
Adequate Yearly Progress
- **EEOA**
Equal Educational Opportunities Act
- **EL**
English Learner
- **ELD**
English Language Development
- **ELL**
English Language Learner
- **ESEA**
Elementary and Secondary Education Act
- **ESL**
English as a Second Language
- **ESOL**
English to Speakers of Other Languages
- **ESSA**
Every Student Succeeds Act



- **FEP**
Fluent English Proficient
- **FLEP**
Former Limited English Proficient
- **LEP**
Limited English Proficient
- **LIEP**
Language Instructional Educational Plan
- **OCR**
U.S. Office for Civil Rights
- **SLIFE**
Students with Limited and/or Interrupted Formal Education
- **SOA**
Semesters of Attendance
- **TESOL**
Teaching English to Speakers of Other Languages
- **WIDA**
World-Class Instructional Design and Assessment





PCS EL Department

Do you have any questions?

todd.sease@pcs.k12.va.us

Title III Coordinator

(434) 432-2761

https://www.pcs.k12.va.us/parents/english_language_learners

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English version

Dear Families,

Welcome to my class! I look forward to working with you to support your student's learning this school year. I will use TalkingPoints to communicate with you using text messages or a mobile app. All you need is a mobile phone to receive classroom announcements and messages from me about your student.

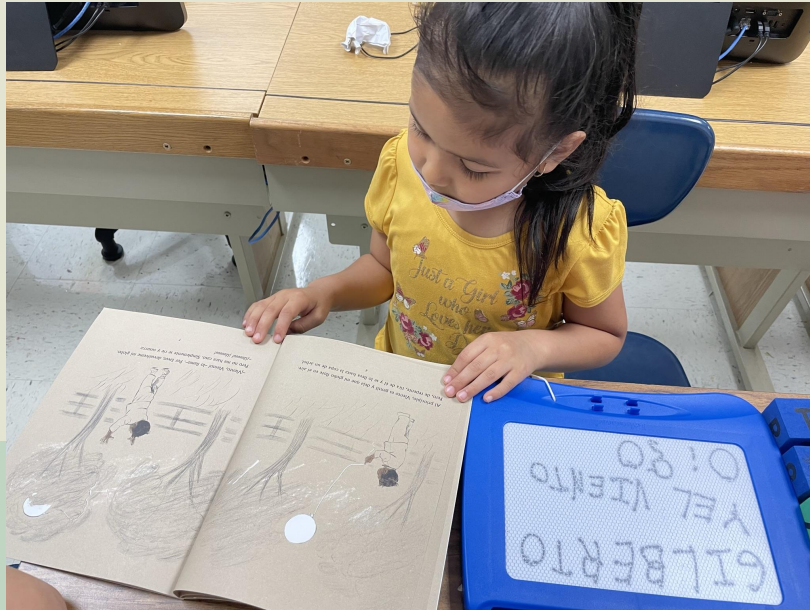
Here's how it works. I will send you a text message and you will receive the message through SMS text or a parent App. You can reply back through either method. You can also reply with an emoji. 😊 Please give it a try!



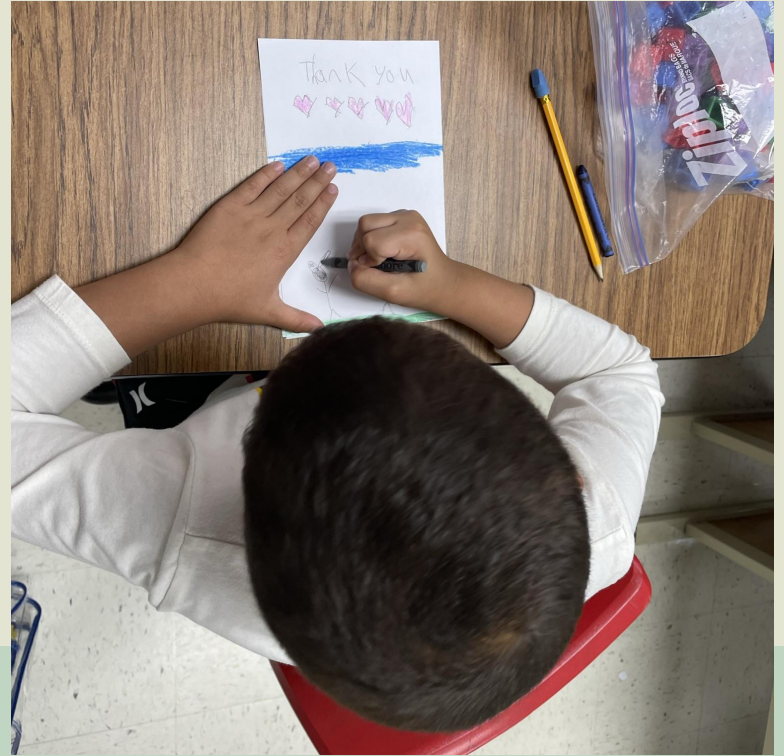
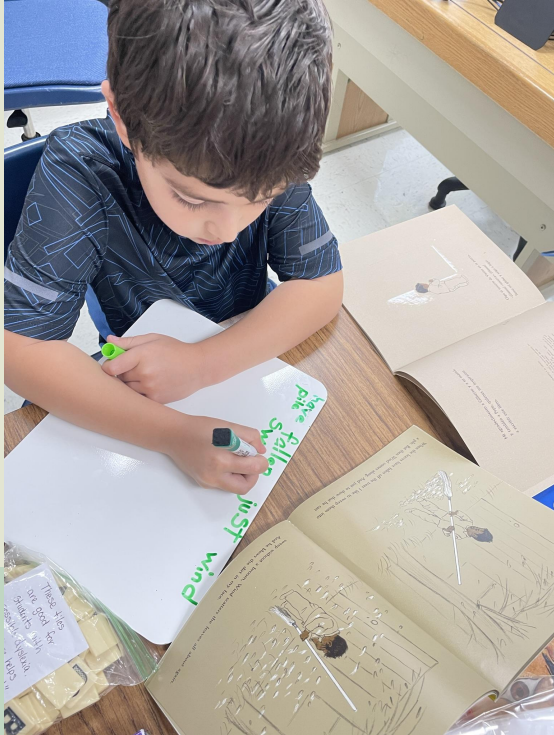
- TalkingPoints is free! There's no charge if you have an unlimited texting plan. If not, standard text messaging fees apply
- You can unsubscribe at any time by texting GOODBYE.
- You can also join my class by downloading the TalkingPoints for Parents Mobile App in the app store on iPhone or Android!



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Purchased with Danville/Pittsylvania Chamber
Grant to enhance Technology Access

5 cabinets
25 computers

