

ESL PROGRAM AND SERVICES

ELIGIBILITY FOR ELL SERVICES

1. Home Language Survey

Parents are provided the home language survey upon registration. See Registration Process.

If the student is new to Delaware public schools, the student is screened within the first 30 days of school if there are any non-English survey responses.

If the student has previously attended a Delaware public school, the ESL Coordinator or her designee checks the student's status in ELL 2.0. If the student has not been previously screened the student will be screened within the first 30 days of school. Otherwise, we will continue with their current status.

Parents are notified by the Home Language Survey that any response other than English reflected on the Home Language Survey will result in the student being screened for ESL services.

2. Initial Determination of Eligibility

When making determinations regarding the eligibility and level of support needed, MOT Charter communicates with the student's parents and considers the following:

- WIDA Score
- Observed language and communication proficiency
- Performance on state assessment
- Teacher input regarding student's ability to communicate and student's academic performance in class

Services are provided unless declined in writing by the student's parents.

3. Annual Review

Every spring, the ACCESS for ELL annual test is administered to all active ELL students.

The ESL Coordinator and the Principal shall review the results (once received from Metritech) during the summer to determine which students earned a proficiency level of 5.0 or above.

Any student with a score lower than 5.0 for total proficiency will continue in the ESL program.

Students who score 5.0 or higher on the Annual ACCESS test and are otherwise performing on grade level are then monitored for two years.

4. Dismissal from ELL Services

Students who earn a proficiency score of 5.0 or higher on the Annual ACCESS test are dismissed from ESL services. Parents are notified in writing that the student has achieved proficiency and will no longer be receiving services.

Once the student demonstrates proficiency by achieving a 5.0 or higher on the Annual ACCESS test, the student is placed in monitoring status for the next two years. The ESL Coordinator and the Principal review the progress of students in monitoring status three times during the first year of monitoring and two times during the second year of monitoring. The student's grades, standardized test scores, teacher reports and parent feedback are considered in the monitoring review. The monitoring is noted in ELL 2.0.

LEVEL OF SUPPORT

1. Initial Determination of Level of Service

Once the WIDA scores have been received, the ESL Coordinator and the Principal together with the student's teachers and parents, determine the appropriate level of support for each ELL student.

MOT Charter uses the guidelines in the DDOE Title III/ESL Guidebook to determine the appropriate frequency of support. The determination is made considering the follow data:

- WIDA Score
- Observed language and communication proficiency
- Performance on state assessment
- Teacher input regarding student's ability to communicate and student's academic performance in class
- Parent input

2. Annual Review

Once the WIDA scores have been received, the ELL Coordinator and Principal, together with the student's teachers and parents, determine the appropriate level of support for each ELL student.

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- Parent input

PROGRAM STRUCTURE

The ESL program model is a combination of push-in and pull-out and includes support around academic content in the inclusion setting by the general education classroom teacher and special education teacher.

Pull-out services are focused on English language fluency and are provided by the Special Education teacher or the Speech Pathologist. ELL instruction is provided in English and aimed at development of English Language. This focus includes Reading, Writing, Speaking, and Listening. The primary focus of instruction is on developing grammar, vocabulary, and communication skills.

Students will also receive ELL content-based instruction as needed depending on the assessment of the level of support needed. This instruction will be provided by a certified teacher with support from a native speaker.

SAMPLE SCHEDULE OF SERVICES

The following was our schedule of ELL services in the 2014-2015 school year.

GROUPS Student (Grade)	WIDA SCORE	Support Level	Services Program Model	Frequency	Service Provider
Student A (K) Student B (1) Student C (2)	Speak=2; List=2 2.4 2.9	4- Advanced Intermediate	Pull-Out Push-In English fluency	½ hour 2 times per week M-W 2:15 – 2:45 pm	SpEd Teacher; Speech Pathologist
Student D (1) Student E (1) Student F (K) Student G (K)	4.1 4.9 Speak=4; List=3.5 Speak=5; List=4.5	5- Advanced	Pull-Out Push-In English Fluency	½ hour 1 time per week Tuesday 2:15 – 2:45 pm	SpEd Teacher; Speech Pathologist
Student H (3) Student I (3) Student J (2)	4.8 3.9 4.1	5- Advanced	Push-In Content Based English Fluency	½ hour 1 time per week Thursday 1:40 – 2:10 pm	SpEd Teacher; Speech Pathologist
Student K (7)	4.5	5-Advanced	Push-In Content Based English Fluency	½ hour 1 time per week A Days 2:30 – 3: 30 pm	SpEd Teacher

The following is our schedule of ELL services in the 2015-2016 school year.

GROUPS Student (Grade)	WIDA SCORE	Support Level	Services Program Model	Frequency	Service Provider
Student 1 Grade 1	1.9	2	Pull-Out English fluency	2 hours/week M/W: 1 -1:30 pm T/Th: 9:30 – 10 am	Andreavich
Student 2 Grade 1	5.0	4	Pull-Out English Fluency	1 hour/week T/Th: 9:30 – 10 am	Andreavich
Students 3 & 4 Grade 2	3.9/3.2	4	Pull-Out Content Based English Fluency	1 hour/week T/Th: 10-10:30 am	Andreavich
Student 5 Grade 3	4.8	5	Push-In/Pull out Content Based English Fluency	30 min/week M/W: 2-2:30 pm	Andreavich
Student 6 Grade 8	4.8	5	Push-In/Pull-Out Content Based English Fluency	30 min/week M/W: 2– 2:30 pm	Duran
Student 7 Grade 9	3.9	4	Pull out Content based English Fluency	1 hour/week T/Th 2:30 pm	Willis