Royal Oak Schools: English as a Second Language Program

ESL Exit Criteria: 2013/2014

WIDA (World-Class Instructional Design and Assessment) **Proficiency Levels**	**Level of Service/ Minutes weekly**	**Mode of delivery**	**Staff providing service**
Entering: Level 1	120 minutes/ week: K-5	• K-5: Pull-out of small groups to implement Level 1 Curriculum from Oakland Schools • Collaboration with general education teachers to accommodate curriculum • Push-in occasionally to assist in the classroom • Meet to plan units and complete PD	• Christy Osborne, certified ESL endorsed teacher • Violet Andoni and Janka Demiraj, highly qualified paraprofessionals (regular meetings to plan with teachers)
	250 minutes/week: 6-8	• 6-8: Pull-out of small groups to implement Level 1 Curriculum from Oakland Schools • Collaboration with general education teachers to accommodate curriculum	• Karina Landis, certified ESL endorsed teacher • Violet Andoni, highly qualified paraprofessional (direct supervision with teacher)
	250 minutes/week: 9-12	• Elective class offered for credit • Students grouped by proficiency level within classroom • One ESL teacher and paraprofessional deliver Level 1 ESL curriculum from Oakland Schools • Paraprofessionals are under direct supervision of the ESL teacher	• Julia Giacoma, certified ESL endorsed teacher • Violet Andoni and Janka Demiraj, highly qualified paraprofessionals (direct supervision with teacher)
Beginning: Level 2	90 minutes/ week: K-5	• K-5: Pull-out of small groups to implement thematic units based on English Language Proficiency Standards and incorporating core content from classes • Collaboration with general education teachers to accommodate curriculum • Push-in occasionally to assist in the classroom • Meet to plan units and complete PD	• Same as above

	90 minutes/week: 6-8 120 minutes/week: 9-12	• 6-8: Pull-out of small groups to implement thematic units based on English Language Proficiency Standards and incorporating core content from classes • Collaboration with general education teachers to accommodate curriculum • Elective class offered for credit • Students grouped by proficiency level within classroom • One ESL teacher and paraprofessional deliver ESL Curriculum based on English Language Proficiency Standards • Paraprofessionals are under direct supervision of the ESL teacher	
Developing: Level 3	45-90 minutes/ week: K-5 90 minutes/week: 6-8	• K-5: Pull-out of small groups • Levels 3 and 4: Genre studies that directly teach text structures and writing structures, incorporating vocabulary, academic language and higher level grammar skills (based on the English Language Proficiency Standards) • Collaboration with general education teachers to accommodate curriculum • Push-in occasionally to assist in the classroom • Meet to plan units and complete PD • 6-8: Pull-out of small groups • Levels 3 and 4: Teaches academic content and language objectives, incorporating vocabulary, reading comprehension and writing skills (based on the English Language Proficiency Standards) • Collaboration with general education teachers to accommodate curriculum	Same as above

	120 minutes/week: 9-12	• Elective class offered for credit • Students grouped by proficiency level within classroom • One ESL teacher and paraprofessional • Levels 3 and 4: Academic content and language objectives, incorporating vocabulary, reading comprehension and writing skills (based on the English Language Proficiency Standards) • Paraprofessionals are under direct supervision of the ESL teacher	
Expanding: Level 4	30-50 minutes/ week: K-5	• K-5: Pull-out of small groups • Levels 3 and 4: Genre studies that directly teach text structures and writing structures, incorporating vocabulary, academic language and higher level grammar skills (based on the English Language Proficiency Standards) • Collaboration with general education teachers to accommodate curriculum • Push-in occasionally to assist in the classroom • Meet to plan units and complete PD	Same as above
	30-50 minutes/week: 6-8	• 6-8: Pull-out of small groups • Levels 3 and 4: Teaches academic content and language objectives, incorporating vocabulary, reading comprehension and writing skills (based on the English Language Proficiency Standards) • Collaboration with general education teachers to accommodate curriculum	
	30-50 minutes/week: 9-12	• Elective class offered for credit • Students grouped by proficiency level within classroom • One ESL teacher and paraprofessional • Levels 3 and 4: Academic content and language	

		objectives, incorporating vocabulary, reading comprehension and writing skills (based on the English Language Proficiency Standards) • Paraprofessionals are under direct supervision of the ESL teacher	
Bridging: Level 5	0-50 minutes weekly (based on need): K-5 0-50 minutes weekly (based on need): 6-8 0-50 minutes weekly (based on need): 9-12	• K-5: Pull-out of small groups when needed • Academic needs are assessed through standardized tests and identified exit criteria data, such as the MEAP • Collaboration with general education teachers to identify lacking skills to meet in the classroom • Monitoring of progress and facilitating interventions when needed • 6-8: Pull-out of small groups when needed • Academic needs are assessed through standardized tests and identified exit criteria data, such as the MEAP • Collaboration with general education teachers to identify lacking skills to meet in the classroom • Monitoring of progress and facilitating interventions when needed • Elective class offered for credit when needed • Academic needs are assessed through standardized tests and identified exit criteria data, such as the MEAP • Collaboration with general education teachers to identify lacking skills to meet in the classroom • Monitoring of progress and facilitating interventions when needed	Same as Above
Reaching: Level 6 *May be exited	0-50 minutes weekly (based on need): K-5	• K-5: Pull-out of small groups when needed • Academic needs are assessed through standardized	Christy Osborne, certified ESL teacher

		tests and identified exit criteria data, such as the MEAP • Collaboration with general education teachers to identify lacking skills to meet in the classroom • Monitoring of progress and facilitating interventions when needed	
	0-50 minutes weekly (based on need): 6-8	• 6-8: Pull-out of small groups when needed • Academic needs are assessed through standardized tests and identified exit criteria data, such as the MEAP • Collaboration with general education teachers to identify lacking skills to meet in the classroom • Monitoring of progress and facilitating interventions when needed	Karina Landis, certified ESL teacher
	0-50 minutes weekly (based on need): 9-12	• Elective class offered for credit when needed • Academic needs are assessed through standardized tests and identified exit criteria data, such as the MEAP • Collaboration with general education teachers to identify lacking skills to meet in the classroom • Monitoring of progress and facilitating interventions when needed	Julia Giacoma, certified ESL teacher