



**ATHLOS
LEADERSHIP
ACADEMY**

English Learner Program

Written Plan of Service

Grades K-5		
EL Levels	Type of Service	Service Description
1-3	<p>Pull Out during grade-level small group block</p> <p>In the event that additional pull-out service time is needed for EL, the student will be pulled from social studies.</p>	<ul style="list-style-type: none"> • If the student is not reading on grade level according to the Fountas and Pinnell Benchmark Assessment, AIS intervention will be the first point of contact for EL service. Interventions will take place during the small group block in a pull-out format with AIS teachers. AIS teachers will be trained in sheltered instruction and will embed language instruction in their lessons. • If/once the student is reading on grade level or is proficient in phonemic awareness, phonics, and fluency, the student will then receive direct pull-out minutes with an EL teacher. Classroom teacher or AIS will continue with service minutes for vocabulary and comprehension if needed in order to read on grade-level. • EL teachers, AIS teachers and the classroom teacher will collaborate to determine a service schedule to meet the needs of the student. In the event that the student needs intervention in math during small groups, the team will collaborate to ensure that this additional need is factored into the service plan for the student.

		<ul style="list-style-type: none"> • Students will be served 5 days per week for the full small group block by either the AIS teacher, EL teacher, classroom teacher or combination. • If the student has an IEP, 504, or service minutes through a social worker, all parties will collaborate to ensure that all service needs are met for the student. • EL teacher will provide support services in the following ways: -Supporting AIS, special education and classroom teachers in sheltered instruction strategies, Can-Do Descriptors, linguistic accommodations, and scaffolds through meetings and communication and providing all parties with ACCESS results and analysis.
3-4	Classroom Teacher EL Monitoring	<p>Service provided through a classroom teacher who has received training in sheltered instruction.</p> <p>EL teacher will provide services in the following ways:</p> <ul style="list-style-type: none"> - Monitoring - Supporting classroom teachers in sheltered instruction strategies through meetings and providing teacher with ACCESS results and analysis, Can-Do Descriptors, linguistic accommodations, and scaffolds.
Recently Arrived English Learners (RAEL)	Acclimation Period	RAEL students will receive an acclimation period of at least a week to support students in learning the school-wide systems, etc. An EL teacher, social worker or other appropriate staff member may oversee this process under the direction of an EL teacher. Following the acclimation

		period, the student will join the appropriate service based on level.
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Grades 6-8		
EL Levels	Type of Service	Service Description
1-3	<p>Pull Out during grade-level intervention block.</p> <p>In the event that a grade-level intervention block is not on the schedule for a particular grade-level, students will be served through a push-in pull-aside model during social studies.</p>	<ul style="list-style-type: none"> • If the student is not reading on grade level according to the Fountas and Pinnell Benchmark Assessment, AIS intervention will take place during the special block or during the intervention block. AIS teachers will be trained in sheltered instruction and will embed language instruction in their lessons. • Student will receive EL instruction during the intervention block. • EL teachers, AIS teachers and the classroom teacher will collaborate to determine a service schedule to meet the needs of the student. In the event that the student needs intervention in math during the intervention block, the team will collaborate to ensure that this additional need is factored into the service plan for the student. • If the student has an IEP, 504, or service minutes through a social worker, all parties will collaborate to ensure that all service needs are met for the student.
3-4	Classroom Teacher EL Monitoring	Service provided through a classroom teacher who has received training in sheltered instruction.

		<p>EL teacher will provide services in the following ways:</p> <ul style="list-style-type: none"> - Supporting classroom teachers in sheltered instruction strategies Can-Do Descriptors, linguistic accommodations, and scaffolds, through meetings and providing teacher with learning targets and classroom goals based on ACCESS results.
Recently Arrived English Learners (RAEL)	Acclimation period	<p>RAEL students will receive an acclimation period of at least a week to support students in learning the school-wide systems, etc. An EL teacher, social worker or other appropriate staff member may oversee this process under the direction of an EL teacher. Following the acclimation period, the student will join the appropriate service based on level.</p>