

## ENGLISH LEARNERS: NEED-TO-KNOW 2019-2020







## JPS CORE VALUES

**EQUITY:** Our vision of equity, put simply, is "all means all."

**EXCELLENCE:** High expectations from and for all adults foster ownership, consistency,

and transparency.

**GROWTH** Everyone in the organization embraces the ideal that effort and

**MINDSET:** perseverance lead to success.

RELATIONSHIPS: It is essential to develop relationships through mutual respect of culture,

social context, and community.

**REVLEVANCE:** Our scholars must learn to connect with each other, the larger community,

and the 21st-century world, ultimately developing agency to contribute to

positive change in Jackson, in Mississippi, and in the world.

POSITIVE AND RESPECTFUL CULTURE:

All adults contribute to a positive and respectful culture allowing them to

experience more productivity, increased retention, and joy at work.



## LEGAL PRECEDENTS

#### Title VI of the Civil Rights Act of 1964

**Lau v. Nichols** – lack of linguistically appropriate accommodations denied students equal educational opportunities

**Plyler vs Doe** – school personnel are prohibited from adopting policies or taking actions that would deny students access to education based on their immigration status

Castaneda vs Pickard – program must be (1) based on a sound educational theory; (2) implemented effectively with sufficient resources and personnel; and (3) evaluated to determine whether they are effective in helping students overcome language barriers.



## **AGENDA**

- The Why: ESSA & Title I
- BICS and CALP
- EL Standards
- Students on Monitor
- Language Service Plans
- Next Steps



## ESSA & TITLE I

- Accountability
  - o ELs make up 5% (35 points/50 points) of the school's accountability model
- Family/Community Engagement
  - o At least two Parent/Community activities per year is required
  - o ALL communication sent home should be in a language parents can access
  - o Document efforts to reach out to parents: conferences, telephone calls, etc.
- State-wide entry & exit
  - o LAS Links: 4-5 Reading, 4-5 Writing, 4-5 Overall
  - Monitored for 4 years
- All instruction working toward proficiency
  - Documentation of interventions, methods, and accommodations provided to ensure ELs have access to academic content



## BICS AND CALP

## BICS: Basic Interpersonal Communication Skills

- It will take an EL 2 to 3 years to achieve proficiency
- Speaking with family and friends
- Informal language (sports, games, etc.)

## CALP: Cognitive Academic Language Proficiency

- It will take an EL 5 to 7 years or 5 to 10 years to reach proficiency (depending on the support the student receives at home).
- Must be taught: academics, math, science, social studies, language arts



# EL STANDARDS: LISTENING, SPEAKING, READING, WRITING



## **SPEAKING**

S1: Participate in diverse academic or social conversations, with attention to appropriate register, grammar, vocabulary, and pronunciation

- 1.1: Provide information
- 1.2: Express opinions and preferences
- 1.3: Make requests
- 1.4: Ask questions, request clarification, and negotiate for understanding
- 1.5: Conduct transactions

S2: Demonstrate knowledge related to diverse academic or social settings, with attention to appropriate register, grammar, vocabulary, and pronunciation

- 2.1: Identify an object and describe its purpose or use, using words or phrases
- 2.2: Identify an academic or social situation and describe it, using sentences



## **SPEAKING**

- S3: Describe ideas, experiences, and immediate surroundings in diverse academic and social settings, with attention to appropriate register, grammar, vocabulary, and pronunciation
  - 3.1: Describe processes
- 3.2: Describe people, locations, and scenery to give directions S4: Speak persuasively in diverse academic or social situations, with attention to appropriate register, grammar, vocabulary, and pronunciation
  - 4.1: Explain processes
  - 4.2: Compare and explain preferences

S5: Talk in depth and with detail about diverse academic or social events, attention to appropriate register, grammar, vocabulary, and pronunciation

5.1: Interpret, narrate, and paraphrase events, using visual information



## LISTENING

- L1: Follow common, explicit oral directions to participate in diverse academic or social tasks
- L2: Respond to idiomatic expressions to participate in diverse academic or social tasks, including phrasal verbs with idiomatic meaning
- L3: Demonstrate understanding of academic and social situations that contain diverse language genres, registers, and varieties
  - 3.1: Identify purpose
  - 3.2: Identify main ideas
  - 3.3: Identify supporting details
- L4: Interpret layers of meaning using critical listening skills and learning strategies in academic and social situations that contain diverse language genres, registers, and varieties
  - 4.1: Make predictions based on known information
  - 4.2: Make inferences based on known information



## READING

- R1: Analyze words
  - 1.1: Identify rhyming words
  - 1.2: Apply letter-sound relationships to read English words
  - 1.3: Apply letter-sound relationships to read English phonemes
  - 1.4: Apply knowledge of morphemes and syntax to word meaning
- R2: Understand word meaning
  - 2.1: Classify words
  - 2.2: Demonstrate vocabulary
- R3: Comprehend written material
  - 3:1: Demonstrate reading comprehension
  - 3.2: Identify important literary features of text
  - 3.3: Read critically and apply learning strategies to interpretation



## WRITING

- W1: Use appropriate grammar
  - 1.1: Singular and plural
  - 1.2: Subject/verb agreement
  - 1.3: Tense agreement
  - 1.4: Conjunctions
  - 1.5: Pronouns
  - 1.6: Prepositional phrases
  - 1.7: Auxiliary verbs
- W2: Use appropriate capitalization and punctuation
  - 2.1: Capitalize beginning of sentence and proper names
  - 2.2: Use sentence-ending marks
  - 2.3: Use commas in series and dates
  - 2.4: Use apostrophes in contractions and possessives



## WRITING

- W3: Use standard sentence structure
  - 3.1: Differentiate complete sentences from fragments
  - 3.2: Use articles
  - 3.3: Form statements and questions
  - 3.4: Differentiate complete sentences from run-ons
  - 3.5: Use adjectives and adverbs
- W4: Write simple sentences to describe, narrate, or explain
  - 4.1: Write simple sentences to describe
  - 4.2: Write simple sentences to explain
- W5: Write expository compositions
  - 5.1: Write to describe, explain, report, compare, narrate, persuade, or express



## **IDENTIFICATION PROCESS**

- 1. Home Language Survey
- 2. Assessment
- 3. Determination of Student Eligibility
- 4. Program Placement
- 5. Description of Program
- 6. <u>SET/TST Develop LSP</u>
- 7. EL Program Exit Letter/Request for Change in EL Program
- 8. Explanation of Consequences for Refusing EL Services
- 9. English Learner Program Exit Letter



## TIMELINE

"Within 30 days from the Beginning of the School Year"

Per Department of Education = 30 Calendar Days September 5, 2019

Students who are enrolled after the BOY (anytime after the first week of school)

"Within 10 days of Enrollment" = 10 Calendar Days



## EL FOLDERS

Green Folder = Students in ESL Programs or students previously served and now on Monitor Status

Red Folder = Students not being served (Parent Refusal/Denial)



## RED FOLDER — PARENT REFUSAL/DENIAL

#### LEFT SIDE

- Student School History
- \*Exit Monitor (When student meets Proficiency)
- Explanation of Consequences for Refusing English Learner Program
- Request for Change in English Learner Program (Refusal of Services)
- Description of Programs
- ➤ Determination of Student Eligibility for Program Placement
- >Home Language Survey (Original)

#### **RIGHT SIDE**

- Monitor/Compliance Sheet
- Language Service Plan
- ► Most Current ELPT
- Most Current Progress Report/Report Card
- ➤ Most Current Map Scores
- ➤ Map Scores from Previous Years
- ►Screener Assessment Results



## GREEN FOLDER — ESL PROGRAM

#### LEFT SIDE

- >Student School History
- >English Learner Program Exit Letter (When Student meets Proficiency)
- ➤ Description of Program
- >EL Program Placement
- Determination of Student Eligibility for Program Placement
- >Home Language Survey (Original)

#### RIGHT SIDE

- >Monitor/Compliance Sheet
- Language Service Plan
- ➤ Most Current ELPT
- Most Current Progress Report/Report Card
- >Most Current Map Scores
- ▶ Map Scores from Previous Years
- Screener Assessment Results



## **MONITOR STATUS**

#### **RED FOLDER**



#### **GREEN FOLDER**





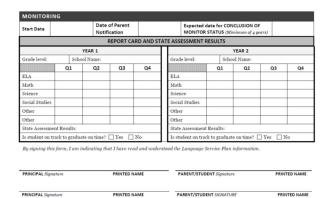
## **MONITOR STATUS**



The information in these sections should be located in the student's cumulative folder.



## **MONITOR STATUS**



Start Date – Date student met Exit Criteria

Date on TransAct Form EL 10



## **MONITOR STATUS**

Exit/Monitor Status Documentation

MONITORING, continued														
Start Date	Date of Parent Notification					Expected date for CONCLUSION OF MONITOR STATUS (Minimum of 4 years)								
REPORT CARD AND STATE ASSESSMENT RESULTS														
	YE	AR 3			Г	YEAR 4								
Grade level:	School	Name:			L	Grade level:		Scho	ool Name:					
	Q1	Q2	Q3	Q4	l		Q	1	Q2	Q3	Q4			
ELA					Г	ELA								
Math					Math									
Science					Science									
Social Studies					1	Social Studies								
Other					1	Other								
Other					1	Other								
State Assessm	ent Results:	L	State Assessment Results:											
Is student on t	rack to graduate	on time?	Is student on track	tog	alua	te on time?	Yes N	lo						

If the information on this form indicates that the former EL student is struggling, indicate steps that will be taken to support the student and the results:

- ☐ Student was referred for intervention services (appropriate documentation must be completed)
  ☐ Student was referred for Counseling
- Student was referred for rescreening for EL services. In order for students to be re-entered in the EL program, they must relake the LAS Links placement test and meet qualifications. (This should only be done if language is considered the primary cause for academic struggles.)

COMMENT(S)(Indicate steps taken to support the student):

If student is failing, the student must be placed in RTI/MTSS – Tier Process – documentation of student monitoring must be in place prior to considering placement back into EL Program.



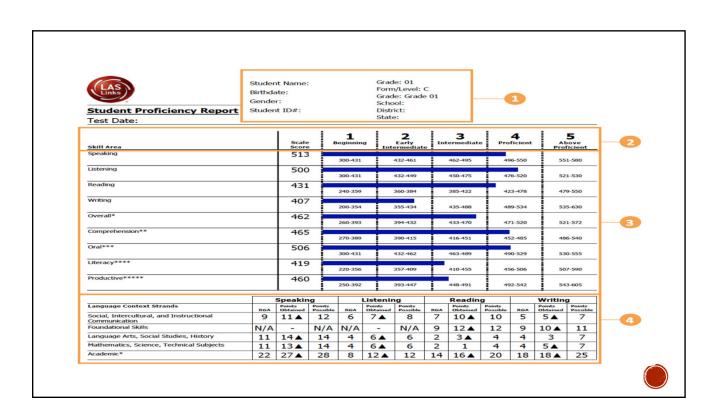
# LANGUAGE SERVICE PLANS



## TST/SET

- Who needs to be there?
  - Principal
  - o Parent
  - Interventionist
  - Grade Level Teacher/English Language Arts Teacher
  - o EL Teacher
- What is discussed?
  - Student Achievement/Progress (Where is the student at, where the student needs to be)
  - o Appropriate in-class interventions
  - o Testing accommodations
  - o Pull-out/Push-In Services/Course
  - Concerns





ENGLISH L	ENGLISH LANGUAGE PROFICIENCY TEST INFORMATION														
TEST	Date	Score	Level	Date	Score	Level	Date	Score	Level	Date	Score	Level	Date	Score	Level
ELPT Speaking	3/18	500	3	3/17	493	3	3/16	490	3						
ELPT Listening		526	4		481	3		470	3						
ELPT Reading		531	3		490	3		450	2						
ELPT Writing		562	4		438	2		438	2						
Composite SCORE		529	4		475	3		462	2						



## LANGUAGE SERVICE PLAN

Jackson Public Schools
Language Service Plan (for Students with Limited English Proficiency) This form should be completed by the individual responsible for providing the instructional program for the EL students and the classroom teacher. This form should be updated annually. **Person completing this form** STUDENT NAME PRIMARY LANGUAGE SPOKEN LANGUAGE(S) SPOKEN IN HOME DATE FIRST ENROLLED IN A U.S. SCHOOL ADDITIONAL LANGUAGE(S) IMMIGRANT STATUS (< 3 yrs) PARENT/GUARDIAN NAME PHONE (home) HOME/SCHOOL COMMUNICATION to parent/guardian is requested in: ☐ English OR ☐ Native Language: \_\_\_\_ ☐ Oral **OR** ☐ Written ACADEMIC HISTORY PRIOR TO ENTERING CURRENT DISTRICT Years in grades 1-5 Years in grades 6-12 Last grade completed ☐ Interrupted Formal Education ☐ Limited Schooling ☐ No Formal schooling

Has the student been referred of Special Education? One of the child have an IEP? No Special Education? One of the child have an IEP? No So4 Plan? One of the child have an IEP?

Information gleaned from student's permanent folder or parent input.

Important to note Immigrant Status

- < 3 years in US Schools</p>
- 3-21 years old
- Not born in the US

\*MS – Student's have five years to Exit EL Program



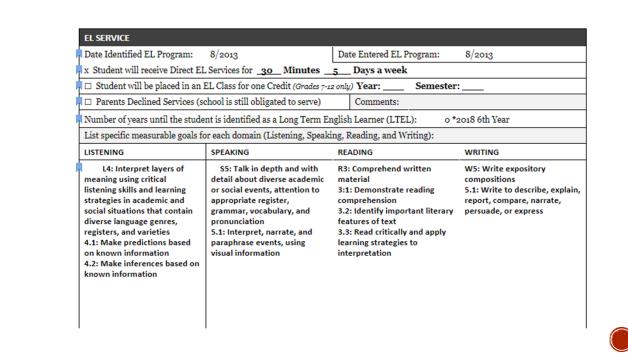
## LANGUAGE SERVICE PLAN

SUBJECT	BELOW GRADE LEVEL	ON OR ABOVE GRADE LEVEL	METHOD USED TO DETERMINE LEVEL	NOT AVAILABLE
Example: Math	X		Course grade from previous year (D)	
Math				
Reading				
Writing				
Social Studies				
Science				

ENGLISH	ENGLISH LANGUAGE PROFICIENCY TEST INFORMATION														
TEST	Date	Score	Level	Date	Score	Level	Date	Score	Level	Date	Score	Level	Date	Score	Level
ELPT Speaking															
ELPT Listening															
ELPT Reading															
ELPT Writing															
Composite SCORE															

Information gleaned from latest report card and English Language Proficiency Report or LAS Links







# ACCOMMODATIONS: MUST BE IN PLACE BY THE 9<sup>TH</sup> WEEK OF SCHOOL

STANDARDIZED TESTING ACCOMMODATIONS									
Refer to the current edition of the <u>Mississippi Testing Accommodations Manual</u> for the allowable accommodations for each assessment. Specify each testing accommodation, the code for the accommodation, and each standardized test to which the accommodation applies. NOTE: The accommodations listed below must be used during regular classroom assessments and on district wide assessments prior to being used on state wide assessments.									
ACCOMMODATION(S)	CODE #	TEST(S)							
Extended time through the end of the day	23	STAR, BM, MAAP ELA & Math							
Provide cues	47	STAR, BM, MAAP ELA & Math							
Use of memory aids, fact charts, recourse sheets	48	STAR, BM, MAAP ELA & Math							
Read test directions and test items	58	STAR, BM, MAAP ELA & Math							



## FOR "OTHER" — MUST INCLUDE ACADEMIC VOCABULARY

#### CLASSROOM INSTRUCTIONAL SUPPORTS AND ACCOMMODATIONS/MODIFICATIONS To meet the needs of this child, the following are recommendations for use in regular classroom instruction: ☐ Paraphrasing or repeating directions in English ☐ Provide shortened assignments ☐ Personal cueing ☐ Face student when speaking - speak slowly ☐ Read the test directions (but not the test items) to ☐ Print instead of using cursive; type all notes, tests, handouts individual students or in a small group – repeating and/or paraphrasing the directions, if needed ☐ Use high interest/low vocabulary text material $\hfill \square$ Use overhead and provide students with copies of teacher ☐ Dictation of answers to test administrator/proctor (scribe) transparencies/notes/lectures in English only ☐ Make instruction visual – use graphic organizers, pictures, maps, □ Reader (oral administration) graphs, etc. to aid understanding ☐ Native language word to-word dictionaries/electronic word-to-word dictionaries (no definitions) ☐ Highlight/color code tasks, directions, letters home ☐ Pair ELs with an English speaking "peer partner" for assistance ☐ Present questions in same phrasing as learning/review $\hfill\Box$ Provide preferential seating or seating with a peer partner ☐ Reduced and/or modified class & homework assignments ☐ Check for comprehension often ☐ Modified assessments (i.e. oral) ☐ Ask questions that allow the student to answer successfully ☐ Break tasks/directions into subtasks $\hfill \square$ Allow the student opportunities to read aloud successfully □ Increase wait time ☐ Use manipulatives ☐ Additional time to complete assignments and tests ☐ Use audiobooks ☐ ESS (Extended School Services) ☐ Record material for student listening □ Provide questions for classroom discussion in advance □ Vocabulary matching/fill-in-the-blank exercises w/ words ☐ OTHER: ☐ Previewing of academic content



## ACADEMIC VOCABULARY

- Frontload Academic Vocabulary
  - Curriculum Guides:

Key Vocabulary

(These terms are related to the priority standards and can be found in the MDE xardfolding document.

Interview of the MDE xardfolding document.

Academic (those terms to the priority standards from the scaffolding document)

Quote, Determine, Describe, Explain, Analyze, Summarize, Paraphrase, Identify, Synthesize, Inferences, Theme, Text Evidence, Central Idea, Supporting Details, Characters

Supporting Details, Characters

Figurative Language, Capitalization, Grammar, Usage, Discussions, Roles, Presentations

Conversations

(These terms are English content and/or text related).

Cantent (English content and/or text related).

- Continuous Check of Vocabulary
  - Vocabulary logs
  - Graphic organizers (e.g. Word Webs)
  - Productive tasks that target key vocabulary (e.g. sentences, paragraphs, dialogues)



## EL COMPLIANCE - YEAR-AT-A-GLANCE

#### September 5, 2019:

- Language Service Plans
- Parent Notification of student meeting EXIT criteria
- Teachers of EL students receive/sign for EL students'
   Language Service Plan
- LSPs are Scanned and emailed to <a href="mailed:gcasey@Jackson.kl2.ms.us">gcasey@Jackson.kl2.ms.us</a>

Monitor EL Student progress (Classworks, iReady, AR, etc.)

Identify EL students who are Gifted, EE, and students participating in Extra Curricular Activities



# CLASSROOM SUPPORT STRATEGIES

#### Sheltered Instruction



- Differentiated Instruction
- Language Objectives
- Accessing Prior Knowledge
- Building Vocabulary and Concept Knowledge
- Student Interaction
- Learning Strategies
- Assessment



## **QUESTIONS?**

Thanks!

