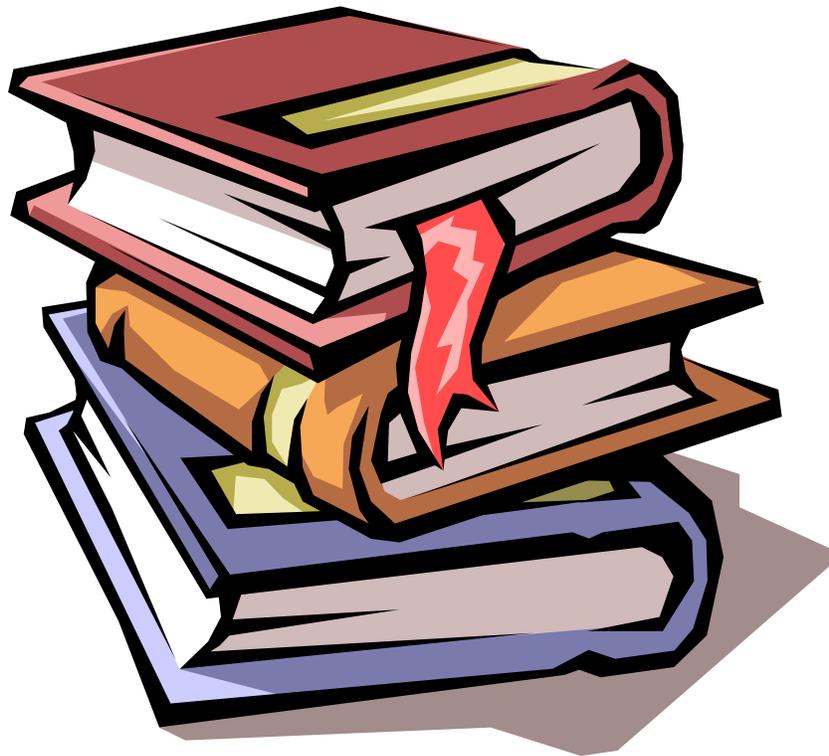


Greenwood Public School District

Policies and Procedures

English Language Learners Plan 2014



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ELL Program Overview

- Step 1: Educational Approach**
The district will select a sound educational approach for providing English Language development and meaningful program participation for its students.
- Step 2: Identification**
The district is responsible for identify all students potentially needing ELL services. The home language survey is administered as a part of the registration in the Greenwood Public School District.
- Step 3: Assessment –W-APT**
The district is responsible for assessing each identified potential ELL student for English language proficiency.
- Step 4: Placement into ELL Program Services**
The district is responsible for providing its ELL students with a program of services consistent with its chosen educational approach.

Step 5: Staffing and Resources

The district is obligated to provide the necessary resources to implement its educational approach.

Step 6: Transition from ELL Services

The district is responsible for establishing criteria, based on MDE exit criteria that determines when a student has sufficient English language proficiency to meaningfully participate in the regular school program.

Step 7: Monitoring

The district will ensure that students transitioned from the ELL program have the opportunity to meaningfully participate in the education program.

Step 8: Program Evaluation

The district will develop evaluation procedures to periodically evaluate and revise, if necessary, its ELL program/services provided.

Introduction

Educational Approach

Greenwood Public Schools is committed to providing a quality education for all students, including those whose first language is one other than English. The instructional goal of the English Language Learners program is to provide services to ELL students to improve or increase their English proficiency; thus, enabling them to function independently and to participate effectively in the regular academic program.

All English Language Learners receive their primary core curriculum instruction through the regular program. As a supplement to the regular classroom instruction, ELL students receive regularly scheduled instruction acquiring English proficiency skills, with emphasis on English language acquisition skills. Support and assistance are provided for ELL students in core curriculum content for the regular program, but the ELL program does not take the place of the regular classroom instruction. The level of English language proficiency and the individual needs of students determine the frequency and duration of ELL instruction. The academic needs of ELL students are met through a variety of educational strategies, ELL instruction, and regular content modifications, with emphasis placed on the development of listening, speaking, reading, and writing.

Registration Procedures

Guidelines for Registration

1. Proof of Age – A valid birth certificate, a valid passport, or other official document listing date and place of birth. Birth certificate is not “required.” Other documentation of birth date must be accepted in the absence of a valid birth certificate.
2. Registration Forms – School registration forms are to be completed and filed at the school.
3. Home Language Survey Form – District-wide form to be completed and signed by the parents of ALL NEW STUDENTS registering for grades K-12.

A Social Security Card is NOT necessary for enrollment for school lunch forms. If the student does not have a social security card, the school will assign a number. Former school records, report cards, and/or transcripts are requested of the parents or guardians. If not available, information relating to the former school will be obtained in order to request these documents.

Identification of Potential ELL Students

An ELL student shall be defined as a student who:

- a. was not born in the United States or whose native language is a language other than English and comes from an environment where a language other than English is dominant; or
 - b. is a Native American or Alaskan native or who is a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on such individual’s level of English language proficiency;
- or
- c. is migratory and whose first language is other than English and comes from an environment where a language other than English is dominant; or
 - d. has sufficient difficulty speaking, reading, writing, or understanding the English language and whose difficulties may deny such individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

Greenwood Public Schools identifies ELL students by means of a Home Language Survey (HLS) at the time of registration. The person responsible for registering the student (secretary, counselor, or data entry person) submits the completed Home Language Survey from for potential ELL students to the school's counselor at the time of registration (see Appendix A).

If any response on the HLS indicates the use of a primary language other than English, by the student or an individual in the home, further assessment must be conducted to determine the student's English language proficiency level. However, the presence of a language other than English does not automatically signify that the student is not a competent and proficient speaker of English. Students are identified as ELL when their composite score in the domains of listening, speaking, reading, writing, or comprehension are considered ELL. (Mississippi Guidelines for English Language Learners: Policies, Procedures and Assessments)

The school counselor/district ELL coordinator (or the principal's designee) formally assesses the student for English language proficiency using the state mandated WIDAW-Apt placement test. The student's schedule and related services are made based on the language assessment results. Copies of all data/information concerning the ELL will be forwarded to the Office of Curriculum and Assessment and Federal Programs Department.

Assessment of Language Proficiency

The World Class Instructional Design and Assessment WIDA Access and the WIDA Access Placement Test W-APT are the state-mandated assessment tools used to determine the level of English proficiency for ELLs. Served ELL students take the WIDA ACCESS assessment annually until they are reclassified as English Proficient. WIDA Assessment tools are used to determine the student performance in four English language proficiency domains: listening, speaking, reading, and writing. WIDA ACCESS is made up of three tiers (A,B, and C) over five levels: Pre-K to Kindergarten, Grades 1-2, Grades 3-5, Grades 6-8, and Grades 9-12. Students receive WIDA scores in each of the four skill areas and they receive a composite score. The composite score determines the proficiency level.

All ELL students are taught in the English language; therefore, ELL students are only assessed for their English language abilities.

- Each ELL student is assessed for oral language, listening comprehension, reading, and writing abilities. This assessment is administered according to the age/grade level of the student.
- The WAPT is administered to students identified as potential ELL students within the timeframe identified by MDE. The WIDA is administered for each ELL student. District and/or school level personnel are responsible for administering the WAPT assessment.
- Each school's designated staff member/district ELL coordinator is responsible for conducting the assessments for all ELL students at the school. At each school, the designee is the school counselor, teacher, or district personnel. The assessment will only be conducted by those who have been formally trained in the administration and evaluation of the WIDA assessments

W-Apt assesses ELL students in the four domains of language development: listening, speaking, reading, and writing as well as comprehension, reading and writing abilities.

Newly enrolled kindergarteners in the fall semester take only the listening and speaking components of the WAPT. Students entering in the second half of the kindergarten year are required to take all four components: listening, speaking, reading, and writing. For students entering the second half of the kindergarten year, the criteria for eligibility will follow these guidelines for the first semester.

- Administer the listening and speaking portions of the Kindergarten W-APT and note the combined listening and speaking raw score.
- If the combined listening and speaking raw score is 27 or above, students meets the minimum criteria for English Language Proficiency.
- If the combined listening and speaking raw score is less than 27, the student will be deemed eligible for language assistance services.

When the Kindergarten W-APT is utilized for students from second semester of kindergarten through the first semester of first grade, the criteria for eligibility will follow these guidelines:

- Administer the listening and speaking portions of the kindergarten W-APT and note the combined listening and speaking raw score.
- If the combined Listening and Speaking raw score is less than 19, the student will be deemed eligible for language assistance services.
- If the combined listening and speaking raw score is between 19 and 27, administer the reading and writing portions of the kindergarten W-APT.

- Unless the students' reading score is 11 or higher and the writing score is 12 or higher, the student will be deemed eligible for language assistance services.
- If the student's Reading score is 14 or higher and the writing score is 17 or higher, the student meets the minimum criteria for English language proficiency. However, the LEA has the discretion of using additional indicators to inform the final decision. The reading and writing scores provide supporting data that may be used to inform the final decision.
- The LEA has the flexibility to consider additional factors to support eligibility of kindergarten students for language assistance services.

When the W-APT is administered to students from second semester of grade 1 through grade 12, the criteria for eligibility will follow these guidelines:

- A student who scores at 5.0 or higher on the W-APT is deemed ineligible for language assistance services
- If the student scores less than 5.0 on the W-APT, the student is deemed eligible for language assistance services
- If the student's score is a borderline score approaching a 5.0, this score in conjunction with the professional judgment of the district's Multidisciplinary Evaluation Team will make the final decision for services and placement.
- The ELL instructional staff development WIDA assessments with his/her own personal observations as well as the observations of the ELL student's mainstream classroom teacher. The WAPT should be considered as only one piece of evidence in determining placement of ELL students in grades K-12.
- The WIDA WAPT is administered for each ELL student within 30 days of the beginning of the school year or within two weeks of registration, after school starts. At the K-5 level, ELL students whose assessments place them in the NO or Limited English Proficiency categories are placed in an ability level appropriate ELL tutorial group immediately following parent notification.
- Each school's designated ELL assessment staff is responsible for conducting the assessment for all ELL students at the school. At schools, K-12, the designee is the ELL instructional staff, school counselor, or district personnel. The assessment shall only be conducted by those who have been formally trained in the administration and evaluation for WIDA.
- ELL student who come from another Mississippi LEA or another WIDA Consortium state may not need to be assessed with the WAPT, providing they have test results from their previous school. The district will contact the previous school for student's WIDA scores.
- WIDA, MDE's adopted assessment, categorizes students into six (6) performance levels: Entering, Beginning, Developing, Expanding, Bridging, and Reaching. The minimum measurable achievement goal is for 95% of ELL students to advance at least one level in at least one of the subtest areas over a two-year period.

- The five English Language, Language of Language Arts, Language of Mathematics, Language of Science, and Language of Social Studies.

ELL Program Placement

Once ELL students are identified for placement in the district's ELL instructional program, parents are notified of the placement. Students recommended for ELL tutorial services will receive services 30-60 minutes, one to three days per week, based on determined needs. Fully English Proficient (FEP) students will be monitored by the district for two years following exit and will receive tutoring if the need for such is evidenced. Each district shall have a District Student Support Team. The Team shall consist of a district/school administrator, ELL instructor counselor, or others as designated by the ELL coordinator or principal. The Team shall meet to review the student's assessment data and other relevant data/information on the ELL student. Based upon this information, the team shall make a recommendation concerning placement as follows:

Parents are provided notification of the committee's recommendation. Parents may choose to opt out if they do not want their child to participate in the program, see ***Parent Notification/Participation Form (Appendix B)***, and the process continues as follows:

- Students recommended for ELL tutorial services will receive services 30-60 minutes, one to five days per week, based on determined needs.
- Fully English Proficient (FEP) students will be monitored by the school for one school year following exit and will receive tutoring if the need for such is evidenced.

Factors to be considered in deciding whether a student should be retained in ELL classes or exited from them include the following:

- Standardized test cores
- Academic Achievement as measured by classroom assignment and tests
- Observation of Classroom Behavior
- Student's Educational Background
- Progress through Academic standards and descriptors

The ELL course content includes instruction in pronunciation, vocabulary, oral, and written usage. ELL students spend the remainder of the school day in regular classes. The ELL instructor functions as a facilitator/coordinator in assisting the content-area teachers in accommodating, evaluating, and testing ELL students. Training in differentiated instruction is provided for content-area teachers for modifying and/or

adjusting instruction to meet the needs of ELL student. Additional strategies for content area teachers are provided in **Appendix F**

Academically Gifted and Other Special Programs

ELL students are considered for the gifted program and other special programs provided to other students in the school if academic performance indicates eligibility. ELL students are made aware of vocational courses and extracurricular activities that are available.

***Note: Lack of English proficiency shall not be the determinant for placement below ageappropriate grade level.**

Special Education Services

All ELL students in Greenwood Public Schools will receive special education services on the same basis as English-speaking students. Students who are experiencing academic difficulties are initially referred to the school-based Teacher Support Team. Interventions and/or classroom modifications shall be recommended and tried as a means of improving the student's performance. If these interventions are not successful, the referral to placement process as outlined in the Greenwood Public School District guidelines, just as for English-speaking students experiencing academic difficulties.

ELL Grading Guidelines

Procedures for grading ELL students must facilitate students' success in school and school districts must ensure that ELL students are not being discriminated against in the assignment of grades due to a language barrier. ELL students should be expected to meet the same educational requirements as other students; however, they may need more time to do so. Federal requirements mandate that districts take affirmative steps to open their educational programs to national origin minority group students. This means that while ELL students must meet the same educational requirements as other students, these requirements must be presented in a manner appropriate to ELL students' cultural and linguistic needs and in a time frame that facilitates their learning

(Mississippi Guidelines for English Language Learners: Policies, Procedures, and Assessments).

Teachers must consider alternative assessment measures such as portfolio, special projects, journals, etc. Greenwood Public Schools will adhere to the regular, districtwide grading guidelines with the following cautions when grading ELL students:

- The focus for grading non-English and limited English proficient students in the content areas must be on **improvement**.
- Fluent English proficient (FEP) ELL students must be graded on improvement as well as knowledge of content.
- A failing grade must not be assigned to an ELL student who is in pre-production to intermediate stages of language proficiency without full documentation of specific modifications having been made to assure the student full access to the content area (Mississippi Guidelines for English Language Learners: Policies, Procedures, and Assessments). The failure must not be due to an English language deficiency. English language deficiency includes reading, writing, speaking, and comprehension.
- Teachers must document regular contact with the ELL support staff regarding performance and progress of ELL students.
- If an ELL student receives a failing grade, complete documentation of modifications and accommodations, must be placed in the student's cumulative folder and a copy sent to the Greenwood Public School District, Office of Curriculum and Instruction.
- The following are among the methods teachers must employ in the classroom on a regular basis:

Adapting materials by adding graphic organizers, pictures, charts, maps, timelines, and diagrams;

Linguistic modifications such as repetitions and pauses during speech;

Extra-linguistic cues such as visuals, props, and body language;

Increased wait time; giving the student time to formulate an answer;

Interactive presentations with frequent comprehension checks;

Cooperative learning strategies;

Focusing on central concepts rather than on details by using thematic approach;

Building on students' prior knowledge as often as possible (while considering cross-cultural issues)

Development of reading strategies such as mapping and writing to develop thinking:
Using an integrated approach: subject matter AND English language skills.

Greenwood Public Schools' District Plan Summary

Component 1: Program/Activities

The GPSD will continue to use whole group, small group pullout, and individual instructional strategies to help ELL students become proficient in English. Instructors will continue to use a variety of teaching resources, material and courseware such as Rosetta Stone, My Reading Coach, and Academy of Reading instructional tools.

Components 2: Accountability

Each school counselor or designee is required to test ELL students throughout the school year and share results with the district office. Test results and data are used by the school district as a component of the program/services evaluation.

Components 3: Parental and Community Involvement

The Office of Curriculum and Instruction in the GPSD will ensure a better relationship with parents of ELL students through regular contact and informational sessions to help parents with the education of their children. The school district is working with local universities and community organizations to solicit interpreters and translators to work with parents and students.

Components 4: Collective Consent

All teachers of the GPSD will be required to attend training focusing on strategies to **Differentiate Instruction** for students. With the district's move toward institutionalizing Differentiated Instruction (**DI**), all teachers will be better prepared to address the diverse learning needs and learning styles of all students, including students whose first language is not English.

Components 5: Evaluation and Achievement

School administrators, teachers, and counselors will continue to evaluate ELL students throughout the school year. The GPSD will be using test data to determine if the district's ELL program is effective. The school district is expecting regular classroom teachers and ELL support staff to help all ELL students become proficient in the English language and to master subject area content as required by NCLB.

ELL Program Evaluation

Greenwood Public Schools will evaluate its ELL program annually. The evaluation process will consist of a review of overall progress, including WAPT placement scores, annual WIDA assessment scores, and state assessment scores for all ELL students. The district will also evaluate data to compare long-range academic progress of former ELL students (those who have exited the program as FEP) with non-ELL students. Areas of review will include grade point averages, rates of retention, and graduation. The district will report to the State Department of Education information concerning the identification, placement, and educational progress of ELL students. The program will be modified as indicated by district evaluation results to address the needs of ELL students.

Although informal assessments (portfolios, logs, journals, checklists, questionnaires, reading, and writing exercise, etc.) of ELL students' progress are ongoing, the formal instrument used to assess an ELL student's readiness to exit the ELL program is the WIDA Assessment. Grades and results from the state-mandated tests (Mississippi Curriculum Test-MCT2 and SATP, English II) will also be used to determine readiness to exit the ELL program. In order to exit the ELL program, District Support Team shall make a recommendation for exiting. The team may make recommendations for exiting based on the following:

- WIDA scores that indicate the student is fluent or no longer needs the support
- Satisfactory performance on the state test on English

Successfully passing content subject work without ELL modifications or assistance with a grade of "C" or better. Parents shall receive notice of exit.

The parents/guardians may withdraw their children from receiving ELL services at any time by written request.

ELL Monitoring Procedures

Once ELL students are exited from the program, classroom teachers and counselors must monitor students' progress for two years. During the years of exit, the ELL coordinator, ELL teacher and the school will monitor students' progress at the end of the first semester, and again after the first nine weeks of the second semester. As part of the monitoring process, the district/school will look at subject area grades, test scores, attendance, patterns of office referrals, and progress reports. If the student is not academically successful, the district and school instructional personnel must share the information with the Teacher Support Committee. After reviewing the information, the committee shall make an appropriate recommendation, which can include reclassification of the student as ELL for enrollment in the ELL program.

ELL Student Participation in Statewide Testing Program

English Language Learners are expected to participate in all aspects of the Mississippi Statewide Assessment System (MSAS). ***ELL students are not exempt from testing;*** however, the ***Mississippi Department of Education excludes the test scores of students whose progress and proficiency reports indicate that they have been receiving language instruction educational services for one year or less. These students are still included in the calculation of the 95% participation rate,*** but their scores may be excluded from the Adequate Yearly Progress (AYP), Achievement Model, and Growth Model calculations for the first year. If the districts wish to include the scores of first-year ELL students in AYP, Achievement, and Growth, they have to request that scores be included. ELL students who are working towards a regular diploma and who are enrolled in algebra I, Biology I, English II and/or U. S. History from 1877 must take the applicable subject area test(s) using only allowable accommodations and meet the standards that are required for graduation. ELL students who are considered vocational completers due to completion of a two (2) year vocational program must participate in the MS-CPAS. Decisions regarding the appropriate accommodations for each testing program or whether a student's scores will be excluded from the statistical summary are addressed in *MDE Testing Accommodations as outlined in the Mississippi Guidelines for English Language Learners: Policies, Procedures, and Assessments.*

Staffing and Resources

All ELL programs coordinator at the district level has oversight of the ELL program at the district level. The ELL coordinator works with the school staffs, and the special education coordinator to coordinate services for ELL students.

The district is committed to maintaining a staff adequate for serving its ELL population. ELL materials and resources are used that emphasize the development of communication skills: listening, speaking, reading, and writing. Following is a list of some of the materials and resources used the in the Greenwood Public School District:

- WIDA Assessment Material
- Study Island
- Accelerated Reader
- Academy of Reading
- McMillian – McGraw Hill Supplemental Program for ELL learners (Treasures)
- McMillian – McGraw Hill Reading Program
- Rosetta Stone
- A Variety of Language and Picture Dictionaries
- Laptop Computers

- My Reading Coach
- District Student Computers
- Kids College
- Leveled books
- Macmillan-McGraw Hill (Workbooks)

ELL Exit Procedures

There is no specified period of time for students to participate in the ELL program before exiting. A student may participate as long as the need exists. Once a kindergarten through third grade ELL student has entered the program, they cannot exit the program until after the third grade. Parents may request for students to be removed from the ELL instructional program

GREENWOOD PUBLIC SCHOOL DISTRICT
HOME LANGUAGE SURVEY

Greenwood Public School District

PARENT NOTIFICATION/PARTICIPATION FORM FOR ELL

Appendix B

Dear Parents

Your child's English language proficiency has been evaluated as a follow-up to the Home Language Survey recently completed. The assessment results indicate that your child is functioning as an English Language Learner. We believe your child could benefit from English Language Learner (ELL) services. The purpose of the ELL program is to provide services to ELL students to improve or increase their English proficiency; thus, enabling them to function independently and to participate effectively in the regular academic program. The ELL program will include one or more of the following approaches:

- A. Providing accommodations, modifications, and research-based instructional strategies by certified teachers within the regular classroom.
- B. Providing English Language Services by an ELL support staff. As a supplement to regular classroom instruction, ELL students receive regularly scheduled instruction in English as a Second Language, with emphasis on English language acquisition skills, from a certified support teacher. Students meet with the ELL support teacher in sessions average 30-45 minutes, one to five times per week, depending on identified needs. Students are grouped according to their proficiency levels in order to individualize instruction as much as possible.
- C. Using supplemental materials and resources specifically designed to help students acquire proficiency in the English Language.

Other points to note about the Greenwood Public School District ELL program are listed below.

- After English proficiency is attained at the Transitional Stage, the English Language Learner teacher monitors students for two years to assure continual transition in regular classroom.
- The rate of transition into regular classroom not tailored for ELL students depends on the progress made by each child.
- The expected rate of graduation for an ELL students and a non-ELL student are comparable.

- The ELL instructional program meets the objective of an individualized education program for a child with a disability by providing academic instruction tailored to the child's specific individualized education program. Students experiencing academic difficulties are initially referred to the schoolbased Teacher Support Team. If interventions are not successful, the referral to placement process as outlined in the Greenwood Public School District's guidelines, just as for English-speaking students experiencing academic difficulties.
- Parents have the right to immediately remove their child from an ELL program upon their written request, the right to refuse to enroll their child in an ELL program, or choose another program or method of instruction, if available. The Greenwood Public School District will assist parents of ELL children in selecting the best program to serve their child's needs.

Greenwood Public School District

PARENT NOTIFICATION/PARTICIPATION FORM FOR ELL

If you have questions, or if you would like additional information on ELL services, please contact your child's school at telephone # _____ or Dr. Angelia Bluitt, at 662-455-8983.

If you do not wish our child to receive ELL service at his/her school, please sign below and return this form to your child's school.

_____ No, I do not want my child to receive ELL services at his/her school

Signature of Parent or Guardian

Date

Greenwood Public School District ELL District Program Evaluation Form

Appendix C (Page 1 of 3)

This guide is based on data from _____ - _____ school year. Identification	Yes	No
1. The district has a procedure to identify all students who have a primary or home language other than English.		
2. District staff is knowledgeable of the procedures for identifying students who have a primary language other than English.		
3. School district/staff works directly with parents and students in the identification process.		
4. Documentation regarding each student's primary or home language is kept in student files.		
Assessment and Evaluation		

1. The district assesses annually the English language proficiency of all students identified as having a primary or home language other than English in the four domains of reading, writing, speaking/oral, and listening)
2. The district administers the state recommended ELL proficiency assessments.
3. The district has developed procedures for the validity and effectiveness of informal assessments, if used.
4. The district has determined the English language proficiency level of students.
5. The district assesses ELL academic skill in relation to grade or age level.
6. The district has established qualifications for those who administer language assessments.
Program
1. Resources are available for ELLs at each grade level.
2. There are no substantial delays in placing ELLs into an appropriate program (no less than 30 days following identification)
3. There is coordination of curriculum between teachers for ELLs and teachers in the regular program.
4. Instructional materials are adequate to meet language and academic needs of ELLs.
5. The district has a system to evaluate and monitor the success of the language program.
Staff
1. The district has established qualifications for teachers who teach ELLs
2. The district provides high quality professional development to classroom teachers and other district personnel who work with ELLS
Number of ELL teachers who participate: _____
Number of regular classroom teachers who participate: _____
Number of paraprofessionals/aides who participate: _____
3. Professional development activities are designed to improve instruction and assessment of ELLs, are based on research, and are of sufficient intensity to have a lasting impact on teacher's performance.
4. Teachers/tutors of ELLS are fluent in English.
5. The district has provided training to staff who administer, evaluate and interpret The results of assessments used with ELLS.
6. The staff has followed applicable procedures and service requirements including Frequency, timeliness, and documentation.
Exit Criteria
1. The district has established exit criteria.

IDENTIFICATION

The school has a Home Language Survey completed _____
And on file for each student enrolled. _____

ENROLLMENT

- 1. School personnel do not require a Social Security Card for enrollment. If a student does not have a SSC, the school assigns a number. _____

IF THERE ARE ELL STUDENTS IDENTIFIED AT THIS SCHOOL, CONTINUE RESPONDING. IF NOT, SIGN AND RETURN FORM.

YES NO ASSESSMENT

- 1. The school has assessed identified ELL students to determine those who need English support services. _____

PLACEMENT

- 1. The school ensures age-appropriate grade level placement _____ and prohibits retention or failure based solely on lack of English language skills. _____
- 2. The school's regular program teachers are modifying _____ instruction and testing to accommodate each ELL student's language ability level. _____
- 3. The school evaluates each ELL student individually to _____ determine that quantity of ELL and academic support necessary for the student to succeed. _____

SERVICE

- 1. The school maintains regularly scheduled language _____ instruction for ELL students. _____
- 2. The principal ensures that teachers are providing _____ Accommodations and modifications for ELL students _____

COMMUNICATION

- 1. The school communicates with parents of ELL students _____ Concerning important school information in a language they can understand. _____

Signature

Date

**Greenwood Public School District
ELL CHECKLIST FOR MONITORED STUDENTS (2 YEARS)
Appendix E**

Under the No Child Left Behind Act of 2001, Title III, Public Law 107-110, Subpart 2 Accountability and Administration, Sec. 3121. Evaluations, all ELL students that have exited the ELL program and no longer receive services must be monitored for two years. This checklist will provide important information to the ELL support staff/classroom teacher and ensure a student's successful transition into the regular classroom.

Name of Student: _____ Circle: (Monitored Year) 1 2

School Year: _____ Grade: _____ Date: _____

Yes No

_____ The student's English language is proficient and does not create a barrier for the continued growth and development of the English language.

_____ The student is making adequate academic progress in both oral and written communication.

_____ The student is passing all subject with grades no lower than a "C," and making adequate gains in acquiring new knowledge.

_____ The student's state test scores are at or above the proficiency level.

_____ The student works well independently in class, with little or no assistance from the teacher.

_____ The student has a good attendance record.

_____ The student has few or no office referrals for discipline.

_____ The student interacts socially with other students.

_____ Teacher-parent conferences indicate that the student is making adequate progress in the regular classroom without receiving ELL services.

_____ The student shows no need for special accommodations or modifications to enhance academic performance.

_____ Classroom performance and assessments indicate that the student should receive ELL services.

Greenwood Public School District

Tips, ELL/LEP Accommodations, & Other Instructional Strategies

Classroom Instructional Modifications and Accommodations

- ❖ Use visual aids and gestures
- ❖ Speak slowly, emphasizing key words
- ❖ Do not force oral production
- ❖ Write key words on the board with students copying them as they are presented
- ❖ Use Pictures and manipulatives to help illustrate concepts
- ❖ Do role-playing activities
- ❖ Use multimedia language role models
- ❖ Encourage choral reading
- ❖ Use charts, tables, graph, and other conceptual visuals.
- ❖ Use music, TV, multimedia and radio with class activities
- ❖ Conduct group discussion
- ❖ Be aware of idioms. They often need explanations since new language learners tend to interpret everything literally.
- ❖ Be aware of vocabulary, which might seem contradictory and therefore need explanation. For example, a football stand is where we sit.
- ❖ Write assignments and page numbers on the board.
- ❖ Avoid yes/no questions. Your student may feel it is disrespectful to disagree with you.

- ❖ Don't ask, "Do you understand?" You ELL student will probably say "yes" even if he/she doesn't have the foggiest idea what you're talking about because it is always polite to agree. Instead, have him demonstrate his comprehension by performing a task or explaining the directions in his own words.
- ❖ Explain why an ELL student should read an assignment. What information should he/she retain and how will he/she be expected to use it?
- ❖ Explain what you mean by a quiz and a test.
- ❖ Avoid timed test. The ELL student may know the information but require more time to express it in English.
- ❖ Encourage participation by telling the student a day in advance what you will ask him/her. Find out what the student knows and ask him about that or help him/her prepare an answer so he/she is confident of success. As confidence increases, the student should begin to participate more freely.
- ❖ Realize your student may come from an educational system, which emphasized rote learning and discourage analyzing and synthesizing data. It doesn't mean he/she can't or doesn't think abstractly or make inferences. The student may just need help and encouragement developing these skills for an academic environment.
- ❖ Realize phonics may be difficult for the ELL student. It may take a long time for him to distinguish the various sound in English that are not represented in his native language. Lists of contrasting sounds, which may be troublesome for speaking of various languages, are available.
- ❖ Remember that English may not be used in the home. Therefore, the ELL student needs every opportunity to express himself/herself in English and may also need assistance completing assignments in school.
- ❖ Don't be misled by the ELL student's ability to "shoot the bull." The student may be linguistically street-wise but a long way from competency in academic English.
- ❖ Evaluate the student's placement periodically. The student may need to start in a lower group but be able to move rapidly through levels – especially if he/she had a strong academic profile in his native country.
- ❖ Use the ELL student as an international resource. The student can provide information about his native country and language. An international corn is a touch of home for the student and an excellent cross-cultural experience for the entire class. Travel agencies have listings of international tourism offices, which may provide free posters and materials for a resource center.
- ❖ Make your new student feel a part of the group by assigning classroom responsibilities (watering plants, feeding fish, etc.) from an early date.
- ❖ Use a seating plan and/or photos of the class to help a new student learn the names of his/her classmates rapidly. A possible project is to circle an outline map of the world with these photos and draw a line from each child's photo to the country of his family's origin.
- ❖ Use simple children's games such as Bingo, Simon Says, etc. These are readily adaptable to language learning by the simple addition of a language component. (Make Bingo games for consonant and vowel sounds by cutting up workbook pictures.)
- ❖ Keep the student constructively occupied in class. Store catalogs provide an excellent source of materials that students can cut up to create their own books. Pronouns, plurals, possessives, as well as the vocabulary pictured can all be reinforced.

- ❖ Don't be afraid to over-teach. Language learning requires repetition. Think how long it takes a toddler to be able to produce the language he has been hearing since infancy. Oral mastery should be primary, with reading and writing used to reinforce forms and vocabulary that have already been learned.
- ❖ Use subject areas such as math and science to help teach English. Manipulation of play money offers excellent language possibilities. Simple science experiments, where what is visible reinforces what is being verbalized, can be used.
- ❖ Use filmstrips to back up content area instruction. The ELL student can be given the responsibility for making maps, models, drawing and collecting pictures, etc. in social studies.
- ❖ Encourage the ELL student to indicate when he does not understand you. Praise the student for doing this and try to reword what you are saying.
- ❖ Never discourage parents from speaking their native language with the child. Parents' command of English is usually too limited to make them good models, and if they feel uncomfortable speaking English, communication between parent and child may so be limited to essential commands.
- ❖ Make use of music, nursery rhymes, and stories that involve repetition and humor. Ask your music teacher for help.
- ❖ Use your ELL specialist as a resource person. He/she can give you advice about ELL materials, as well as primary materials that are readily adaptable for use with the second language student.
- ❖ Realize that it may be necessary to give more information and in more detail for an ELL student than for a native speaker. Use a variety of ways to communicate, including rewording what you want to say, drawing sketches, using gestures, pantomime, and writing basic words. Try to overcome any personal anxiety you might feel in not being understood.
- ❖ Teach the ELL student some commands and then let him lead the class in Simon Says.
- ❖ Ask the ELL student to teach a game from his country.
- ❖ Ask him/her to draw a picture, any picture, and talk about it. The students will be interested in the picture or he/she wouldn't have drawn it.
- ❖ Have ELL students keep notebooks or scrapbooks, a "My Book." Let the student draw or cut out and paste in any pictures he/she likes. Then help the student (or ask a peer to help the student) to identify and then label items in the pictures.
- ❖ Don't put the ELL student with poor readers all the time. Put the ELL student with high achievers (readers) sometimes so that he/she will have good models.
- ❖ Use brand names that the ELL student already knows from TV commercials and other media advertising. Get placemats, brochures, and ads from stores and dealers. These can be used for a variety of language –learning experiences.
- ❖ Let the ELL student write his/her own dictionary, using pictures, cartoons, captions, and/or titles. Leave ample space for new words from new units: food, clothing, parts of the body, money, furniture, and classroom objects.
- ❖ Take advantage of the ELL student's love to TV and radio commercials. Take the language slogans from magazines or TV and use them to provide a successful experience for the learner.
- ❖ Be sure the ELL student is able to give personal information with confidence: name, age, address, phone number, parents' names, etc.

- ❖ Have the ELL student call a toy store and ask the price of a particular toy.
- ❖ Have an older brother, sister, or relative come to class and give a short play, dance or tell a folktale in his/her native language. Give an introduction in English and answer questions about it in English.
- ❖ Have an ELL student translate a traditional folktale in English and write it in "My Book."
 - ❖ Have the ELL student interview American students or staff.
- ❖ What is your favorite ...?
- ❖ What do you have in your room at home?
- ❖ Tell me about your ...?
- ❖ Interviews may be taped on cassettes.
- ❖ Have the more advanced ELL student conduct a poll (with specific directions) by asking certain questions of his/her peers (American students) and then forming some conclusions. This is good for comparison, contrast, gathering and organizing material, and making conclusions. The end product could also include graphs, charts, narrative reports, etc.
- ❖ Ask young American children to teach jump rope rhymes to the ELL student.
- ❖ Copy the lyrics of a current popular song and have the ELL student memorize them.
- ❖ Ask an American peer to simplify a pop song. Underline the problem vocabulary or structures and ask an American student to explain (by using simpler vocabulary and structures) the meanings to the ELL student.
- ❖ Play "Bingo." It is a good game for teaching listening comprehension and numerals. Variations can be used to teach specific vocabulary.
- ❖ Play "Concentration." This is another good game for teaching vocabulary. Cut out pictures. Mount them on cards of equal size, making sure you have two identical pictures for each object. Turn all the cards face down and have the student try to match cards. Each time he turns a card over (whether or not it is a match); he must say something about the card.
- ❖ Use pictures and other language materials you already have and adapt them. Teachers from the higher grades can borrow from elementary teachers (as long as the pictures match the age/interest level of the student). Frequently, elementary school teachers make good ELL teachers because they are accustomed to pacing lessons, repeating, reviewing, doing a lot of board work and using visuals.
- ❖ Use cooperative learning strategies.
- ❖ Focus on central concepts rather than on details by using the thematic approach.
- ❖ Adapt materials by adding graphic organizers, pictures, charts, maps, timelines and diagrams.
- ❖ Use subject areas such as math and science to help teach English. Manipulation of play money offers excellent language possibilities. Simple science experiments, where what is visible reinforces what is being verbalized, can be used.
- ❖ Record several simple instruction on a cassette to allow ELL students to proceed at their own pace.
- ❖ Make a list of activities you expect the ELL student to complete in a specified period of time. Restrict the content in these activities, but make up a variety of activities. (speaking, listening, reading exercises, watching filmstrips, and writing) on the same topic. You might want to include vocabulary exercises or interpretations of visual

materials. This contract arrangement should be limited in time and activities in the beginning and should grow in length as the student's fluency and skills expand.

- ❖ Allow extra-linguistic cues such as visuals, props, and body language.
- ❖ Allow for linguistic modifications such as repetitions and pauses during the speech.
- ❖ Allow increased wait time to give the student time to formulate an answer.
- ❖ Provide interactive presentations with frequent comprehension checks.
- ❖ Use cooperative learning strategies.
- ❖ Focus on central concepts rather than on details by using the thematic approach.
- ❖ Adapt materials by adding graphic organizers, pictures, charts, maps, timelines and diagrams.
- ❖ Build on ELL students' prior knowledge as often as possible (while considering crosscultural issues).
- ❖ Develop reading strategies such as mapping and writing to develop thinking.
- ❖ Use an integrated approach: subject matter and English language skills.
- ❖ Assign the ELL student a classroom buddy.
- ❖ Allow the ELL student to write notes and translations in the textbook (Clear this with the building level principal).
- ❖ Give, or allow the ELL student to get, extra help on assignments.
- ❖ Allow the student to use a word-to-word dictionary on all tests and assignments.
- ❖ Allow the student to have extra time for taking tests (and for completing assignments, if the student will benefit by having the extra time).
- ❖ Allow the student to take tests with the ELL teacher.
- ❖ Have someone read the test or other work to the student, if it will be beneficial to the student.
- ❖ Adjust the length of assignments/tests, if it is warranted.
- ❖ Assign the student comparable content material at a lower reading level, when possible.
 - ❖ Allow the student to demonstrate proficiency without requiring a written evaluation, when possible.
- ❖ Allow the student to write memory work rather than saying it, if it will be in the best interest of the student.
- ❖ Use sequence cards, strip stories, and model clocks – materials that are already in school.

Remember: Any adjustments *MUST* be in the best interest of the student and not just for the convenience of the instructor.

Terry J. Medina, National Origin Coordinator, Southeastern Equity, Components of Effective ESL/Bilingual Programs.

Greenwood Public School District
Documentation of Instructional Accommodations

For English Language Learners
Appendix H

ELL students should be expected to meet the same educational requirements as other students; however, they may need more time to do so. Federal requirements mandate that districts take affirmative steps to open their educational programs to national origin minority group students. This means that while ELL students must meet the same educational requirements as other students, these requirements must be presented in a manner appropriate to ELL students' cultural and linguistic needs and in a time frame that facilitates their learning.

Teacher: _____ Date: _____

Subject: _____ Student: _____

_____ The student's level of language proficiency is AT-or-ABOVE Intermediate. Check the accommodations that are routinely provided for the student.

_____ The student has been paired with a study buddy/partner in the classroom. _____

The student is allowed to use a word-to-word dictionary on tests and _____ assignments.

_____ The student is allowed to demonstrate proficiency without requiring a written evaluation, whenever possible.

_____ The student is allowed extra time for taking tests and for completing assignments.

_____ The teacher adjusts the length of assignments or tests.

_____ The student is assigned comparable content material at a lower reading level, whenever possible.

_____ Other: _____
